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ABSTRACT

Based on the premise that a school reading program must focus on the learner and the text, this guidebook is designed to serve as a resource for school districts, groups, or individuals involved in planning, implementing, and evaluating reading programs. The guidebook is divided into two phases. Phase 1, "Guidelines for Developing and Strengthening K-12 Programs," includes sections on "The Reading Committee," "Review of Research," "Needs Assessment for Evaluating Reading Programs," "Philosophy of Reading," "K-12 Reading Curriculum Guidelines," and "Implementation." Phase I also includes appendixes providing a K-12 reading curriculum guide and a list of instructional resources; a glossary of reading terms; and a bibliography. Phase II, "Reaching for Treasures: Instructional Strategies for Implementing Reading Treasures," contains two sections: "Instructional Strategies for Reading Instruction in the Elementary School" (describing strategies for each of seven goals) and "Instructional Strategies for Reading Instruction in the Content Areas" (describing strategies for before, during, and after reading). Twenty references are attached. (MS)

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READING TREASURES

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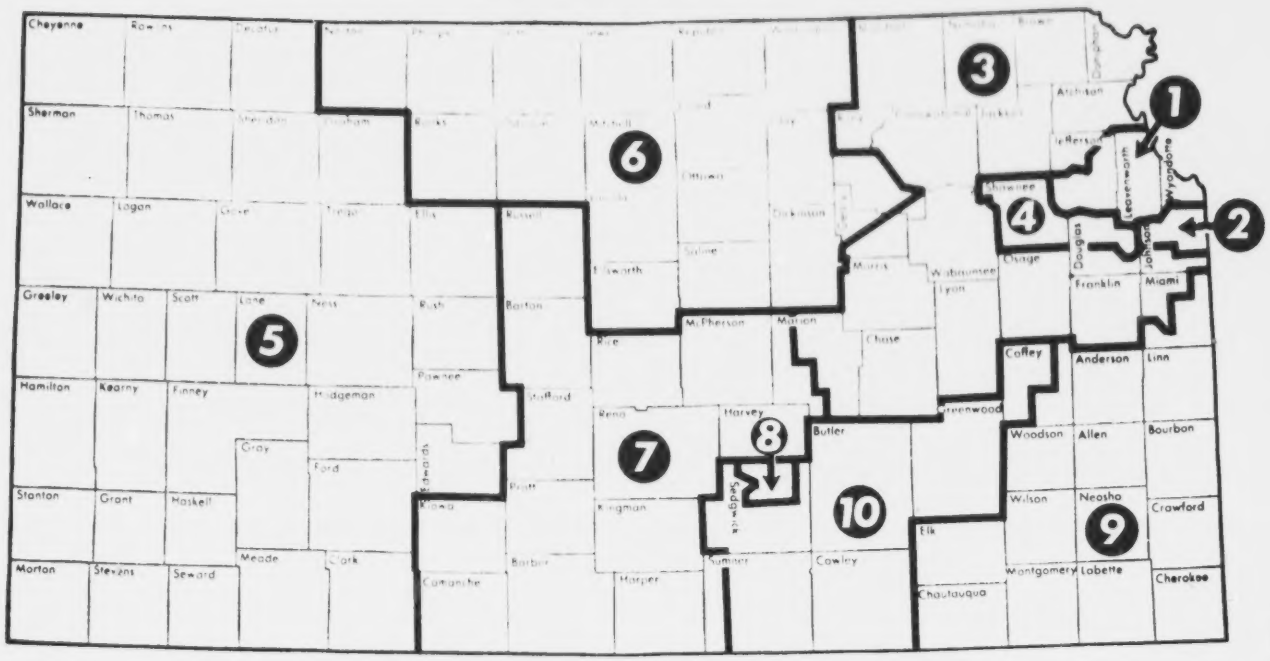

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READING TREASURES

Phase I Guidelines For Developing and Strengthening K-12 Reading Programs (1986, 1988)

Phase II Reaching for Treasures: Instructional Strategies for Implementing Reading Treasures (1988)

Issued by
Kansas State Department of Education
Lee Droegemueller, Commissioner

Division of Education Services
Sharon E. Freden, Assistant Commissioner

Educational Assistance Section
Thomas Walsh, Director
Gerry A. Coffman, Education Program Specialist-Reading

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Introduction

The Kansas Reading Curriculum Committee has defined reading as "an interactive, intellectual process which integrates the knowledge possessed by the reader with the material being read." To address this definition, the school reading program must focus on the learner and the text. A well-balanced program will provide for diverse student backgrounds, experiences, and interests while emphasizing reading for meaning as the basis for instruction.

When developing a K-12 reading program, many elements must be considered by the district. *Becoming a Nation of Readers: The Report of the Commission on Reading* states: "Based on what we now know, it is incorrect to suppose that there is a simple or single step which, if taken correctly, will immediately allow a child to read. Becoming a skilled reader is a journey that involves many steps. Strengthening any one element yields small gains. For large gains, many small elements must be in place." The steps in a reading program must promote a balance between learning to construct reading from printed material, applying reading strategies to different forms of text, integrating the language arts, and reading for personal fulfillment in school and for lifelong enjoyment.

Reading Treasures is designed to serve as a resource for school districts, groups, or individuals involved in planning, implementing, and evaluating reading programs. Each community is unique; therefore, the needs of a district should be considered when using the recommendations and strategies.

The document will be completed in four phases. Additions are feasible through the three-ring notebook format. Topics included are as follows:

PHASE ONE - Guidelines for Developing and Strengthening K-12 Reading Programs (1986, 1988)

PHASE TWO - Reaching for Treasures: Instructional Strategies for Implementing Reading Treasures (1988)

PHASE THREE - Kindergarten document
Materials for implementation of content area strategies

PHASE FOUR - Home/school reading programs

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PHASE I

Guidelines for Developing and Strengthening K-12 Reading Programs

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Prepared by the
Kansas Reading Curriculum Committee

Sponsored by
Kansas State Department of Education
Pizza Hut, Inc.

1986, 1988

Acknowledgments

Reading Curriculum Committee:

Gerry A. Coffman
Project Coordinator; Education Program Specialist in Reading, Kansas State Department of Education

Leo W. Pauls
Elementary Team Leader; Associate Chairman, Division of Administration, Teacher Education, and Industrial Technology, Emporia State University

Don Richardson
Secondary Team Leader; Associate Professor of Education, University of Kansas

Tara Azwell
Phase I Observation/Participation Coordinator, Emporia State University

Georgeanne Beard
Director of Federal Programs and Curriculum, USD 247 Cherokee School District

Kathy Dale
Secondary Language Arts Teacher, USD 210 Hugoton School District

Connie Evans
Principal of Lee Elementary School, USD 383 Manhattan School District

Lorene Goering
Associate Professor of Education, Bethel College

James G. Howell
Adjunct Professor, The Wichita State University

Carroll Mitchell
Reading Specialist, USD 233 Olathe School District

Eldon E. Moore
Principal of Dwight Elementary School and Elementary Curriculum Coordinator, USD 417 Council Grove School District

Mary Jo Rahatz
Director of Reading/Language Arts, USD 512 Shawnee Mission School District

Dianne Seltzer
Senior Research Associate, Region II Chapter I Technical Assistance Center, Overland Park

Pearl Watson
Facilitator of Gifted Programs, USD 383 Manhattan School District

Thanks go to Tom Walsh, Director of Educational Assistance, Kansas State Department of Education; Norma Patterson, Shawnee Heights School District; and Betty Summers, 1985-86 Kansas Reading Association President, Topeka Public Schools, for their valuable contributions to the guide. Special appreciation is extended to Pizza Hut, Inc. for its commitment to the development of Phase I.

I. The Reading Committee

COMMITTEE MEMBERS

The first step in curriculum planning is to select a committee. Development of an original curriculum is extremely important; therefore, committee members should be selected from a broad spectrum of the school community. Many districts consider the following representation when selecting committee members:

- K-12 classroom teachers
- Reading specialists
- Language arts specialists
- Content area classroom teachers
- School administrators
- Special education teachers
- Librarians
- Community representatives

COMMITTEE LEADERSHIP

To function effectively, the committee must have a chair and a recording secretary. The chair may be elected by the committee or appointed by the district from personnel such as curriculum director, reading specialist, or classroom teacher. Districts may choose to schedule a reading specialist from another district, university or the Kansas State Department of Education to serve as chair. Committee chairs will often be asked to lead discussions on current research, share example curriculum guides, and offer ideas during the curriculum writing process.

COMMITTEE SESSIONS

Curriculum development is not an easy task. Committee members must have adequate time for discussion, writing, and revision. Many districts plan release time or extra pay for committee members.

The following questions are designed for committee discussion prior to developing a reading curriculum:

1. What are the responsibilities of individual committee members?
2. Has adequate time been allotted for brainstorming sessions to discuss program needs?
3. How will the entire faculty be involved in the curriculum development process?
4. What does current research say about the teaching of reading? (II. Review of Research)
5. Are changes needed in the existing reading program? If so, what are they? (III. Needs Assessment for Evaluating Reading Programs)
6. How will the faculty be involved in drafting and approving the district's reading philosophy? (IV. Philosophy of Reading)
7. Has a plan and timeline been established for completing the district's K-12 Curriculum Guide? (V. K-12 Reading Curriculum Guidelines)
8. Who is responsible for approving the curriculum guide?
9. How will the reading curriculum be implemented in the district? (VI. Implementation)

II. Review of Research

The committee should make every effort to review current research prior to beginning a reading guide. The purpose of this activity is to update the members on current trends in reading education. Sources of research are recommended in the following list:

Becoming a Nation of Readers: The Report of the Commission on Reading, ed. by R. C. Anderson, E. H. Hiebert, J. A. Scott, I. A. G. Wilkinson, National Institute of Education, 1984.

Handbook of Reading Research, ed. by D. Pearson, Longman: New York, 1984.

Journal of Reading, International Reading Association, 800 Barksdale Road, Newark, Delaware 19714-8139 (for secondary).

Kansas Journal of Reading, Kansas Reading Association, The Wichita State University, Box 142, Wichita, Kansas 67208.

Reading Research Quarterly, International Reading Association, 800 Barksdale Road, Newark, Delaware, 19714-8139.

The Reading Report Card, National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, New Jersey 08541.

The Reading Teacher, International Reading Association, 800 Barksdale Road, Newark, Delaware, 19714-8139 (for elementary).

III. Needs Assessment for Evaluating Reading Programs

The purpose of a needs assessment is to identify the strengths and weaknesses of an existing reading program. Through this type of evaluation, the district will determine needed changes in curriculum and provide direction for future program planning.

Needs Assessment for Evaluating Reading Programs is designed to guide a district when evaluating a K-12 reading program. The components (administrative support, instructional process, instruction, staff, and parental/community involvement) assist evaluators in focusing on key topics in reading education. Elementary and secondary evaluations address specific needs at each level.

The assessment is divided into two steps:

A. Complete the *Checklist for Assessing and Evaluating an Elementary Reading Program* and the *Checklist for Assessing and Evaluating a Secondary Reading Program* found on the following pages. Use the ratings one through four as listed by circling the response which best evaluates the program:

   1. Very effective; provisions and/or facilities are excellent.
   2. Somewhat effective; provisions and/or facilities are satisfactory, but need improvement.
   3. Not effective; provisions and/or facilities are limited and functioning poorly.
   4. Not included; provisions and/or facilities are not found in the program.

B. After individual responses have been completed, the evaluator(s) should identify general strengths and weaknesses for each component on page 11.

When the needs assessment has been completed, the district will have a profile of their reading program. This information will serve as a source for identifying topics to consider in a K-12 reading program. Using the needs assessment annually will allow the district to continually measure progress in meeting needs identified in the initial evaluation.

Checklist for Assessing and Evaluating an Elementary Reading Program

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
Administrative Support				
1. The administration and school board place reading instruction as a priority in program planning.	1	2	3	4
2. To maintain a quality reading program, adequate funds are budgeted for:	1	2	3	4
a. classroom materials.	1	2	3	4
b. certified elementary reading specialist.	1	2	3	4
c. support personnel.	1	2	3	4
d. library programs.	1	2	3	4
3. Professional growth for teachers is encouraged by:				
a. a library of current professional materials.	1	2	3	4
b. graduate studies.	1	2	3	4
c. attendance at workshops, conferences, and conventions.	1	2	3	4
d. membership in professional reading and language arts associations.	1	2	3	4
e. grade level or departmental meetings.	1	2	3	4
4. The reading program continues through the secondary grades.	1	2	3	4
Instructional Process				
5. The reading program is based on a districtwide curriculum plan with clearly stated goals, objectives, and philosophy.	1	2	3	4
6. The curriculum plan is the basis for selecting instructional methods and materials.	1	2	3	4
7. Individual needs, interests, and abilities of all students are assessed prior to developing a classroom program.	1	2	3	4
8. The reading program includes individual, group, and whole class activities.	1	2	3	4
9. Evaluation methods provide feedback to determine student growth and program effectiveness.	1	2	3	4
10. Evaluation includes both formal and informal data.	1	2	3	4
11. Parents are regularly informed of their child's reading progress.	1	2	3	4
12. Specialists are available to plan instruction, in addition to reading in the classroom, for students qualifying for special programs.	1	2	3	4

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
Instruction				
13. Adequate time is allotted for classroom reading instruction. Recommended time allotments:				
a. primary: 450-600 minutes per week.	1	2	3	4
b. intermediate: 300 minutes per week.	1	2	3	4
14. Uninterrupted sustained silent reading is included in the reading program by:				
a. daily silent reading.	1	2	3	4
b. quiet atmosphere.	1	2	3	4
c. teacher modeling of silent reading.	1	2	3	4
15. Students participate in activities that promote reading, such as:				
a. reading interest inventories to determine student reading preferences.	1	2	3	4
b. maintaining a public library card for students.	1	2	3	4
c. activities that focus on reading appreciation, e.g., artwork, dramatization of stories, reading to peers, etc.	1	2	3	4
d. schoolwide activities that focus on reading appreciation, e.g., book fairs, reading incentive programs, sustained silent reading, reading to younger students, etc.	1	2	3	4
16. Use of the following materials in the reading program:				
a. trade books.	1	2	3	4
b. basal readers.	1	2	3	4
c. supplemental materials.	1	2	3	4
d. newspapers.	1	2	3	4
e. magazines.	1	2	3	4
f. reading and writing activities.	1	2	3	4
g. enrichment activities, e.g., speakers, field trips, art, music, etc.	1	2	3	4
17. At all levels, instruction in word identification focuses on a variety of approaches directed toward meaning.	1	2	3	4
18. Emphasis is placed on language acquisition and communication in the primary grades.	1	2	3	4
19. Emphasis is placed on comprehension instruction throughout the program.	1	2	3	4
20. In vocabulary development, emphasis is placed on student and teacher discussion.	1	2	3	4

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
21. Students participate in activities that integrate reading and writing.	1	2	3	4
22. Students apply independent study skills in all curricular areas which enhance the ability to learn.	1	2	3	4
23. Students apply methods for locating and utilizing information from a variety of sources.	1	2	3	4
24. Enrichment activities are included in the program.	1	2	3	4
25. Instruction in the content areas includes strategies to aid students in becoming effective readers.	1	2	3	4
26. Instruction in all content areas integrates the language arts with subject area material.	1	2	3	4
27. Instruction in library usage and study skills is coordinated with the classroom reading program.	1	2	3	4
Staff				
28. Teachers and specialists are encouraged to participate when decisions are made regarding the reading program.	1	2	3	4
29. Teachers participate with students in individual, group, and whole class activities.	1	2	3	4
30. Teachers demonstrate importance in reading through:				
a. reading aloud to their students as a portion of the daily program.	1	2	3	4
b. providing time for discussion prior to and following reading.	1	2	3	4
c. providing for discussion of books.				
31. Teachers modify classroom instruction to meet the needs of students participating in special programs.	1	2	3	4
32. Teachers guide students in applying reading strategies in all curricular areas.	1	2	3	4
33. Teachers meet with parents and students to discuss reading progress.	1	2	3	4
34. Teachers follow a plan for personal and professional growth through:				
a. reading professional books and journals.	1	2	3	4
b. graduate studies.	1	2	3	4
c. attending workshops, conferences, and conventions.	1	2	3	4
d. membership in professional reading and language arts associations.	1	2	3	4

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
Supplementary Services				
35. Screening and diagnostic services providing data to the reading program:				
a. visual screening.	1	2	3	4
b. auditory screening.	1	2	3	4
c. speech screening.	1	2	3	4
d. reading diagnosis.	1	2	3	4
e. specific learning diagnosis.	1	2	3	4
f. psychological evaluation.	1	2	3	4
36. Referral agencies/persons outside the school have been identified to assist with educational problems beyond the capabilities of the school staff.	1	2	3	4
Staff Development				
37. The school has an inservice plan for improving the quality of reading instruction.	1	2	3	4
38. The staff openly and adequately discusses curriculum problems and reading instruction.	1	2	3	4
Parental/Community Involvement				
39. Parental involvement and support for the school reading program are encouraged.	1	2	3	4
40. The school involves parents and the community through a volunteer program.	1	2	3	4
41. Information concerning the district's reading program is made available to the community.	1	2	3	4
42. Community resources are utilized to enhance the reading program.	1	2	3	4
43. The community maintains a public library or bookmobile of materials for all residents.	1	2	3	4

Checklist for Assessing and Evaluating a Secondary Reading Program

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
Administrative Support				
1. The administration and school board place reading instruction as a priority in program planning.	1	2	3	4
2. To maintain a quality reading program, adequate funds are budgeted for:	1	2	3	4
a. classroom materials.	1	2	3	4
b. certified secondary reading specialist.	1	2	3	4
c. support personnel.	1	2	3	4
d. library program.	1	2	3	4
3. Professional growth for teachers is encouraged by:				
a. a library of current professional materials.	1	2	3	4
b. graduate studies.	1	2	3	4
c. attendance at workshops, conferences, and conventions.	1	2	3	4
d. membership in professional reading and language arts associations.	1	2	3	4
e. inservice on teaching reading in the content area classroom.	1	2	3	4
4. Secondary reading classes count as units toward graduation.	1	2	3	4
Instructional Process				
5. The reading program is based on a districtwide curriculum plan with clearly stated goals, objectives, and philosophy.	1	2	3	4
6. Content area teachers integrate the reading program when establishing course content.	1	2	3	4
7. Students participate in activities that promote reading, such as:				
a. reading interest inventories to determine student reading preferences.	1	2	3	4
b. maintaining a public library card for students.				
c. activities that focus on reading appreciation, e.g., artwork, drama, school newspaper, reading incentive programs, sustained silent reading, reading to younger students, etc.	1	2	3	4
8. Time is allotted for uninterrupted silent reading.	1	2	3	4
9. Evaluation methods include both formal and informal data.	1	2	3	4

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
10. Evaluation methods are used to determine student growth and provide feedback to the student.	1	2	3	4
11. An evaluation process is established to indicate trends in reading achievement for a particular goal of the district. These trends serve as indicators for making changes in course structure.	1	2	3	4
12. One of the following approaches to reading instruction is included in the secondary program:				
a. Reading is taught as a class in grades 7 and 8.	1	2	3	4
b. A teacher (language arts or reading specialist) is provided time for demonstrating instructional techniques and assisting content area teachers.	1	2	3	4
c. During the school year, all students and teachers meet with the reading specialist to learn reading and study methods related to content area subjects.	1	2	3	4
d. Reading classes are scheduled at the secondary level.				
Examples:				
Remedial Reading	1	2	3	4
Developmental Reading (on level)	1	2	3	4
College Preparatory Class (seniors only)	1	2	3	4
Instruction				
13. Students are given an interest inventory to guide the teacher in planning and choosing instructional techniques that capitalize on interests in a particular content area.	1	2	3	4
14. Teachers follow a systematic approach when introducing content area material.	1	2	3	4
15. Teachers involve students in individual, group, and whole class activities.	1	2	3	4
16. Teachers guide students in developing background knowledge prior to reading.	1	2	3	4
17. Through guided discussion the class sets purposes for reading and students read to fulfill these purposes.	1	2	3	4
18. The teacher helps students develop vocabulary to meet the specific needs of each content course by:				
a. introducing technical terms related to the content subject.	1	2	3	4
b. emphasizing context clues as an aid to students in applying non-specific terminology (Example: foot in health and foot in math).	1	2	3	4
c. introducing signs and symbols (math, science, music).	1	2	3	4
d. discussing figurative language.	1	2	3	4

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
19. Materials are available to provide an understanding and application of effective reading rates.	1	2	3	4
20. Comprehension is emphasized through the material read:				
a. class discussions help students develop an understanding of key concepts.	1	2	3	4
b. class discussions help students determine relevant and irrelevant information given in the text.	1	2	3	4
c. class discussions and activities require students to go beyond what is given in the text and relate this information to personal knowledge.	1	2	3	4
d. class discussions and activities require students to make judgments about what is read by evaluating appropriateness, acceptability, and validity.	1	2	3	4
21. Instruction in all content areas integrates the language arts with subject area materials.	1	2	3	4
22. Teachers provide techniques to help students study effectively.	1	2	3	4
23. Enrichment activities are included in the program.	1	2	3	4
Staff				
24. Teachers and specialists are encouraged to participate when decisions are made regarding the reading program.	1	2	3	4
25. Teachers demonstrate importance in reading through:				
a. reading aloud to their students.	1	2	3	4
b. encouraging students to read.	1	2	3	4
c. modeling silent reading.	1	2	3	4
d. providing for discussion of books.	1	2	3	4
26. Reading levels are identified and classroom instructional approaches are modified to meet the needs of students with varying reading abilities.	1	2	3	4
Supplementary Services				
27. Screening and diagnostic services providing data to the reading program:				
a. visual screening.	1	2	3	4
b. auditory screening.	1	2	3	4
c. speech screening.	1	2	3	4
d. reading diagnosis.	1	2	3	4
e. specific learning diagnosis.	1	2	3	4
f. psychological evaluation.	1	2	3	4

Evaluate current program based on the following items.	Very Effective	Somewhat Effective	Not Effective	Not Included
28. Referral agencies/persons outside the school have been identified to assist with educational problems beyond the capabilities of the school staff.	1	2	3	4
Staff Development				
29. Teachers follow a plan for personal and professional growth through:				
a. reading professional books and journals.	1	2	3	4
b. graduate studies.	1	2	3	4
c. attending workshops, conferences, and conventions.	1	2	3	4
d. membership in professional reading and language arts associations.	1	2	3	4
30. The school has an inservice plan for improving the quality of reading instruction.	1	2	3	4
31. The staff openly and adequately discusses curriculum problems with reading instruction.	1	2	3	4
Parental/Community Involvement				
32. Parental involvement and support for the school reading program are encouraged.	1	2	3	4
33. The school involves parents and the community through a volunteer program.	1	2	3	4
34. Information concerning the district's reading program is made available to the community.	1	2	3	4
35. Community resources are utilized to enhance the reading program.	1	2	3	4
36. The community maintains a public library or bookmobile of materials for all residents.	1	2	3	4

Reading Program Evaluation
Strengths and Weaknesses

Once the existing elementary and secondary programs have been evaluated, strengths and weaknesses should be apparent and identified by the district.

Strengths

Administrative Support:

Instructional Process:

Instruction:

Staff:

Parental/Community Involvement:

Weaknesses

Administrative Support:

Instructional Process:

Instruction:

Staff:

Parental/Community Involvement:

IV. Philosophy of Reading

Reading always has been--and remains--a key element in education. The purpose and importance of reading in Kansas is expressed in the Kansas Reading Curriculum Committee's reading philosophy. While in the process of developing the "K-12 Reading Curriculum Guide," the committee developed the following statement giving a common base from which to write goals and objectives:

> ***We, the educators of Kansas, believe that reading is a complex lifelong developmental process that has the number one priority position in education and thus requires our urgent, consistent and continual commitment.***

In a local district, the statement of philosophy is the foundation for reading curriculum development. The philosophy fulfills two major functions: (1) to establish a purpose for reading in the district and (2) to provide direction for the committee when formulating curriculum content. To be effective, the statement needs to be in agreement with the district's philosophy of education and relate to state and national concerns in reading.

The statement of philosophy is perhaps the most difficult section to write. To simplify this process, key ideas should be generated through a committee discussion. The following questions are designed to assist the committee chair in leading a discussion:

1. What points need to be considered from the districtwide philosophy?
2. What is reading?
3. What is the role of reading education in our schools?
4. What is the role of reading in society and the future?

The philosophy of reading should be placed in the district's K-12 Reading Curriculum Guide (see Appendix A). If this step is completed initially, the beliefs established in the philosophy will be reflected throughout the total program.

V. K-12 Reading Curriculum Guidelines

A. *Format for Reading Curriculum*

After a philosophy has been written, example reading guides should be reviewed and a format designed for the district. Example curriculum guides can be obtained from departments of education in various states (see Bibliography) and reading curriculum consultants. The committee may consider the following:

1. What type of format addresses specific needs of the district?
2. What sections--goals, objectives, skills-- need to be included in the guide?
3. How can the guide be designed to clearly show relationships among sections?
4. What format will be practical and useful to teachers?

Appendix B, "K-12 Reading Curriculum Guide," is an example format. The goals, objectives, and reading skills are designed to serve as a resource for districts involved in curriculum development. The format can be used as a working document allowing the committee secretary to cut and paste as the curriculum unfolds, should the secretary so desire.

B. *Goals*

Goals are based on the philosophy and reflect the purpose of reading education in the district. The committee should identify key topics in reading and formulate goal statements for each topic. The goals addressed in Column 1 of the "K-12 Reading Curriculum Guide" are as follows:

Readiness for Reading
Language Acquisition
Word Identification
Vocabulary Development
Comprehension
Reference and Study Skills
Reading and Writing
Content Areas
Teacher
Lifelong Reading
Parental Involvement
Community Involvement

C. *Objectives*

The content of the objectives should be derived from the goal statements. Objectives focus on what the student is to learn; therefore, an objective is much more specific than a goal.

Several methods are appropriate for writing objectives. The committee should determine how objective statements can be written effectively to meet district needs. The objectives in the "K-12 Reading Curriculum Guide," Column 2, flow directly from the goal statements.

D. *Suggested Skills and Level of Expected Proficiency*

The purpose of identifying reading skills is to indicate what students need to know in order to accomplish each objective. The guide should be organized to provide a logical progression of skills for the K-12 reading program.

The "K-12 Reading Curriculum Guide" provides identified reading skills in Column 3, Suggested Skills. When completing this section, the committee may want to consider these suggested skills. Column 4, Level of Expected Proficiency, is provided as a guide to use in identifying the grade level of expected mastery by 80% of the students for each skill.

E. ***Kansas Minimum Competency Test Objectives***

The purpose of the Kansas Minimum Competency Test (KMCT) is to ensure all students similar opportunities to acquire competencies necessary to function in society. Competencies in the reading component represent several categories: vocabulary, word analysis, comprehension, study skills, and life skills. In grades 2, 4, and 6 students are tested on reading skills. In grades 8 and 10, students are expected to demonstrate competency in life skills and/or daily life applications. The test results can be useful in determining the progress of each student in acquiring the competencies and in determining the specific educational needs of each student.

Test scores often reveal that all students do not meet the performance expectancy. This may be due partially to inadequate matching of curriculum. The district may wish to determine when the KMCT objectives are addressed in their reading curriculum. To complete this analysis, the district should compare the instructional sequence of their reading program with the expectancy levels of the KMCT. Most KMCT objectives will appear in the district reading curriculum and basal reader scope and sequence chart prior to the level in which they are tested or at the level in which they are tested. If incompatibility exists, the district may wish to modify their reading program or interpret inconsistencies to constituents of the district.

If the district chooses to include the KMCT objectives in their curriculum guide, the method for citing the objectives must fit the format and be easy to follow when using the guide. In the "K-12 Reading Curriculum Guide," Column 3, an asterisk has been used to identify reading skills included on the KMCT.

F. ***Suggested Instructional Resources***

When developing a K-12 reading program, the district may wish to identify instructional strategies and activities for teachers to use in reading instruction. Column 5, Suggested Instructional Resources, is provided for this purpose. Publications containing instructional resources are listed in Appendix C, "Suggested Instructional Resources." Phase II of this document includes instructional strategies and activities for the objectives identified in Column 2.

VI. IMPLEMENTATION

A critical phase of the curriculum development process is implementing the program in the classroom. The committee should plan a schedule for implementing and revising the curriculum. Most importantly, an implementation and revision schedule will guide the district in maintaining the reading program. Time and energy spent in annual revisions will keep the program up-to-date with current trends in reading education.

Issues to consider are:

how to help teachers internalize the philosophy of reading identified for the program.

how to monitor implementation of the district's reading philosophy.

how to determine teachers' needs and schedule the appropriate inservice sessions to address reading curriculum changes.

how to schedule revision sessions to address curriculum needs and recommend changes.

how to provide continuous support as program changes occur.

Philosophy of Reading

USD # _____ _____ (School or School District)

***Kansas Minimum Competency Test Objective**

Selected words are defined in the Glossary of Reading Terms found at the back of this document on pages 31 - 33.

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
READINESS FOR READING 1. The student will acquire the level of readiness necessary for reading.	The student will: A. Develop sensory/motor skills necessary for reading.	Color words	K	
		Sizes, Shapes, Forms	K	
		Identify source of sound	K	
		Recall and repeat sound patterns	K	
The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. *—Becoming a Nation of Readers*	B. Be able to focus attention on the task at hand.	Top to bottom, left to right progression	K	
		*Sequential Order	2	
		Attentive viewing	1	
		Attentive listening	1	
	C. Become familiar with the textbook.	Sections of a textbook	3	
		*Textbook study aids	4	
		Applying a study technique to textbooks	6	
	D. Develop vocabulary related to individual assignments.	Expand oral language vocabulary	1	
		Sight vocabulary	3	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
READINESS FOR READING (cont)	The student will:			
		Meaning vocabulary	5	
		Technical vocabulary	8	
	E. Demonstrate appropriate prior knowledge needed for reading.	Oral language development	K	
		Setting	2	
		Basic concept development	1	
LANGUAGE ACQUISITION 2. The student will develop the language background necessary for communication.	The student will: A. Develop listening abilities to facilitate reading.	Follow oral directions	K	
		Listening for a purpose	K	
		Identify key ideas within an oral presentation	2	
		Orally summarize a story or presentation	2	
		Analyze material heard for accuracy, relevance, bias, and purpose	8	
What the child who is least ready for systematic reading instruction needs most is ample experience with oral and printed language, and early opportunities to write. *—Becoming a Nation of Readers*	B. Develop oral language to facilitate reading.	Basic vocabulary	K	
		Background knowledge	K	
	C. Apply appropriate levels of oral language for the selected audience.	Word play (finger plays, riddles, jokes, etc.)	K	
		Communicate knowledge for the purpose of sharing information	2	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
LANGUAGE ACQUISITION (cont)		Participate in activities requiring voice control and oral expression	3	
		Awareness of language variations	5	
	D. Develop an understanding of syntax, semantics, and orthography.	Express themselves in complete sentence format	1	
		Understand word order	1	
		Understand word meaning	2	
	E. Use language effectively when reading difficult types and levels of material.	Understand words in context	2	
		Understand multiple meanings	3	
		Understand purpose for reading	3	
WORD IDENTIFICATION 3. The student will apply decoding skills as needed. *From the very beginning children should be given all of the elements necessary for constructing meaning. This is important because reading at this early level is a new enterprise, and children must be made aware that reading is always directed toward meaning.* *—Becoming a Nation of Readers*	The student will: A. Use a variety of strategies for independent word identification.	*Contextual analysis	2	
		Sight words	2	
		*Structural analysis (prefixes, suffixes, root words, etc.)	3	
		*Phonics	2	
		*Dictionary	4	
		Thesaurus	8	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
VOCABULARY DEVELOPMENT 4. The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read. *Children do not automatically grasp the meaning of text once they learn to decode. Superior decoding skills are not enough to produce superior readers, if students lack the vocabulary and background knowledge essential to comprehension.* *—Quality Reading Program (Phase III) Michigan Department of Education*	The student will: A. Develop a reading vocabulary based on speaking and listening vocabularies.	Recognition vocabulary (instant recognition vocabulary)	3	
		Content area vocabulary —General vocabulary —Technical vocabulary	4 5	
	B. Recognize and use word meanings.	*Classification	2	
		*Synonyms	2	
		*Antonyms	3	
		*Abbreviations	4	
		Homonyms	4	
		Acronyms	6	
		*MEANING of a prefixed word	4	
		*MEANING of a suffixed word	5	
		*MEANING of pronouns	4	
	C. Understand the function of listening, speaking, reading, and writing vocabularies.	Understand the relationship among listening, speaking, reading, and writing vocabularies.	4	
	D. Use context clues, syntax, and semantics to increase vocabulary.	Context clues	2	
		Structure of sentences	4	
		Semantics	9	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
VOCABULARY DEVELOPMENT (cont)	The student will: E. Expand personal and content vocabularies through reading.			
COMPREHENSION 5. Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation, and/or functional application. —Reading Framework for California Public Schools *Comprehension is the very heart of the reading act: to read is to comprehend.* —*Reading Framework California Public Schools*	The student will: A. Apply different levels of comprehension when reading.	Note: It is the recommendation of the committee that no grade level be designated as having total responsibility for the teaching of levels of comprehension (reading for understanding), but rather that all teachers at all levels have specific responsibilities for constant and continuous instruction in teaching comprehension skills. Comprehension is the culmination of the reading process and the significance of this process is the responsibility of all teachers at all levels. *Literal level (Information explicitly stated in the text) *Inferential level (Ideas or opinions based upon the material read but not stated in the text) Evaluative level (process of making judgments)		

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
COMPREHENSION (cont)	The student will: B. Apply higher level reading/thinking skills when necessary.	*Critical reading (Synthesis-using original creative thinking to solve a problem new to the individual) *Application (deals with the utilization of information, ideas, and concepts) Appreciation of Reading (deals with the aesthetic impact on the reader)		
	C. Apply metacognition when reading.	Set a purpose for reading Use prior knowledge Utilize text structure when reading Apply appropriate rate of reading Reflect on purpose and think about what has been read		
REFERENCE AND STUDY SKILLS 6. The student will be able to systematically locate, organize and utilize information in a functional manner.	A. Learn to use time wisely.	In school time Out of school time	1 4	
	B. Select and evaluate information.	Locating information School library/media center	4	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
REFERENCE AND STUDY SKILLS (cont) *The ways in which children study influence strongly how much they learn. Teachers can often help children develop better study skills.* *—What Works: Research About Teaching and Learning* *-U.S. Department of Education*		Reference materials	5	
		*Parts of a book	3	
		Processing information (report making)		
		*Select appropriate source	5	
		Evaluate information from a variety of sources	6	
		Compile information	6	
		Organize data	6	
		Sharing information with others		
		Oral, written, and visual approaches to share information	4	
		Computer as a communication tool	1	
		Use of simple equipment to produce material	2	
	C. Apply study techniques when reading informational material.	Use time wisely	1	
		Test taking	2	
		Self-questioning	4	
		Flexibility of reading rates	4	
		Outlining	6	
		Notetaking	8	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
READING AND WRITING	The student will:			
7. The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	A. Develop oral language to facilitate writing.	(SEE GOAL 2, LANGUAGE ACQUISITION)		
	B. Understand that oral language can be written and once written can be read.	Background experience for writing	1	
		Dictate stories	1	
		Write own stories to share	2	
Opportunities to write have been found to contribute to knowledge of how written and oral language are related, and to growth in phonics, spelling, vocabulary development, and reading comprehension. —Becoming a Nation of Readers		Write simple poetry	4	
		Respond in writing to stories or articles	5	
	C. Use writing specifically as an aid to improve reading.	Capitalization	2	
		Punctuation	2	
		Sentence	2	
		Paragraph	4	
		Composition	7	
		Understand various writing styles (narrative, expository, poetic)	10	

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
CONTENT AREAS 8. Students will be able to comprehend materials used in the content areas of the school's curriculum.	The student will: A. Develop the background knowledge necessary for comprehending content area materials.	Background information	4	
		Recognize a purpose for reading	5	
		Understand vocabulary related to the material	5	
Well-written materials will not do the job alone. Teachers must instruct students in strategies for extracting and organizing critical information from text. *—Becoming a Nation of Readers*	B. Apply specialized reading skills to aid in comprehending content area materials.	Apply a study method	6	
		*Use visual aids	5	
		Organize information from text	5	
		Evaluate content	6	
		Analyze and synthesize information into new concepts	11	
TEACHER 9. Given cultural, environmental, and ability levels, the student will be provided with the opportunity to reach his/her maximum potential.	The teacher will: A. Be aware of ability ranges and recognize and accept individual differences.	*Diagnose* (Pretest students)		
		Determine reading levels (Independent, Instructional, Frustration Levels)		
		Determine strengths and weaknesses in reading		
		Physical Handicaps (vision and/or hearing impairments)		
Effective reading requires appropriate life experiences, relevant prior knowledge structures, intertwined with the ability to critically read, interpret, and apply new information in an unbiased way. Hence, the central objective of the school reading program is to promote maturity in	B. Provide instruction at the appropriate level for each student.	*Prescribe*-Plan a classroom reading program based on diagnostic information. Reading instruction should include independent, group, and whole class activities.		

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
TEACHER (cont) *reading and maturity through reading; i.e., learning to read and reading to learn.* *—Guidelines for the Specialized Preparation of Reading Professionals International Reading Association*	The teacher will: C. Apply various methods of evaluation.	*Follow-up* (Evaluate Student Progress) Criterion-referenced tests Interviews Retelling of a story Role playing Standardized tests Student products Summarizing material read Teacher observations		
	D. Provide a learning environment that facilitates positive attitudes and interests in reading.	Art and music to enhance reading Classroom arrangement Creative dramatics Model reading Read-aloud to students Reader's Theatre Share books and informational material Uninterrupted sustained silent reading		

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
LIFELONG READING 10. The student will develop a lifelong desire to read for personal fulfillment. *Research suggests that the amount of independent, silent reading children do is significantly related to gains in reading achievement. However, the amount of time children spend reading in the average classroom is small.* *—Becoming a Nation of Readers* *Two hours a week of independent reading should be expected by the time children are in the third or fourth grade.* *—Becoming a Nation of Readers*	The student will: A. Learn to schedule times and places for personal reading. B. Read for information and cultural and global awareness. C. Read for enjoyment, personal growth, and fulfillment. D. Read to gain information about careers.	Schedule time for reading in classroom Encourage reading at home Newspapers Magazines Textbooks Manuals Trade books Library books Books Community resources		
PARENTAL INVOLVEMENT 11. The parent and the school will cooperatively support the student's progress in reading. *Children improve their reading ability by reading a lot. Reading achievement is directly related to the amount of reading children do in school and outside.*	A. The home environment will provide support for the school reading program.	Provide chalkboard/paper/pencil for preschool-age child Read highway signs Talk with child Model reading Family reading time Provide quiet study area		

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
PARENTAL INVOLVEMENT (cont) —*What Works: Research About Teaching and Learning - U.S. Dept. of Education* *All categories of parents need to be addressed: single parents; working parents; new parents; parents from different ethnic groups; parents of gifted, average, or remedial students; and parents new to the community (Ervin, 1982).* —*Parent Programs in Reading: Guidelines for Success*		Monitor school performance Reading materials available in the home Public library Trips to the zoo, museum, grocery store Attend musical productions and theatre		
	B. The school will encourage parental involvement and support for reading.	Home/school reading program Make recommendations to parents: Read aloud to child Magazines Newspaper Family activities Educational TV programs		

GOALS	OBJECTIVES	SUGGESTED SKILLS	LEVEL OF EXPECTED PROFICIENCY	SUGGESTED INSTRUCTIONAL RESOURCES
COMMUNITY INVOLVEMENT 12. The community and school will cooperatively support the reading program.	A. The school will disseminate and interpret information about the reading program to the community.	Administration and teachers share ideas for community involvement Test score interpretation and dissemination		
The ability to read is fundamental to the creation of an informed citizenry. *—Reading Framework for California Public Schools*	B. The school will utilize and develop available community resources to enhance the reading program.	Importance of reading to different professions Use community resources: Media Museum Newspaper Theatre Volunteers Wildlife Sanctuaries		

Suggested Instructional Resources

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Glossary of Reading Terms

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ed. by Theodore L. Harris and Richard E. Hodges, International Reading Association, 1981.

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** *Improving Reading Comprehension.* by J. David Cooper, Houghton Mifflin Company, 1986.

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*** *Kansas Reading Curriculum Committee.*

**** *A Taxonomy of Reading Comprehension.* By Thomas C. Barrett, Mimeograph, University of Wisconsin, 1978.

* ***Abbreviation*** - a shortened spelling or pronunciation or phrase used to minimize effort or conserve space.

* ***Acronym*** - a word usually formed from the initial letters of words in a phrase. SCUBA (Self-Contained Underwater Breathing Apparatus.)

* ***Analytic*** - the ability used in noting relationships and in making judgments.

* ***Antonym*** -a word opposite in meaning to another word.

* ***Application*** - the use to which an idea or object is put. (What application does the story theme have in your experience?)

**** ***Appreciation Level of Comprehension*** - Emotional response to plot or theme. Identification with characters and incidents. Reaction to the author's use of language. Imagery.

*** ***Basic Concept Development*** - the understanding of general meanings (i.e., basic concepts include top-bottom, left-right, in-out,. . .).

* ***Basic Sight Vocabulary*** - See Recognition Vocabulary.

* ***Classification*** - the process of organizing facts, objects, or abstractions into sets or categories with common features.

* ***Contextual Analysis*** - the search for the meaning of an unknown word through an examination of the surrounding context.

* ***Content Area*** - an organized body of knowledge, or discipline, that is reflected in its technical vocabulary, as mathematics, social studies, literature, science.

* ***Criterion-referenced Measurement*** - the assessment of performance on a test in terms of the kind of behavior expected of a person with a given score.

* ***Critical Reading*** - the process of making judgments in reading.

**** ***Evaluation Level of Comprehension*** - Judgment of reality or fantasy. Judgment of fact or opinion. Judgment of adequacy and validity. Judgment of appropriateness. Judgment of worth. Judgment of desirability and acceptability.

* ***Exposition*** - the act of explaining or setting forth.

* ***Expository*** - See Exposition.

* ***Frustration Reading Level*** - the readability or grade level of material that is too difficult to be read successfully by a student, even with normal classroom instruction and support.

* ***Homonym*** - a word with the same oral or written form as another word.

* ***Independent Reading Level*** - the readability or grade level of material that is easy to read fluently with few word attack problems and high comprehension.

**** ***Inferential Level of Comprehension*** - Inferring supporting details. Inferring the main idea. Inferring sequence. Inferring comparisons. Inferring cause and effect relationships. Inferring character traits. Predicting outcomes. Inferring about figurative language.

* ***Inferred Meaning*** - a meaning which leads to an unstated conclusion.

* ***Instructional Reading Level*** - the readability or grade level of material that is challenging, but not frustrating for the student to read successfully with normal classroom instruction and support.

* ***Literal Comprehension*** - understanding the explicit meaning that is stated or clearly implied in a passage.

**** ***Literal Level of Comprehension*** - Recognition or recall of details. Recognition or recall of main ideas. Recognition or recall of sequence. Recognition or recall of comparison. Recognition or recall of cause and effect relationship. Recognition or recall of character traits.

** ***Metacognition*** - refers to the knowledge and control which students have over their own thinking and learning activities (Brown, 1980).

* ***Model*** - a standard or example for imitation or comparison. (The teacher was a good reading model because she read frequently and with pleasure.)

* ***Multiple Meanings*** - See Polysemy

* ***Narrative*** - a form of writing in which a person tells a story, actual or fictional, in prose or verse.

* ***Orthography*** - correct or standardized spelling according to established usage.

* ***Phonics*** - instructional activities designed to teach reading and/or spelling through an emphasis upon the relationship of speech sounds to the letters and letter combinations that represent them.

* ***Poetic*** - the study of the principles and rules for the composition of poetry or other aesthetic forms.

* ***Polysemy*** - a term applied to words that have more than one related meaning.

* ***Prefix*** - an affix which precedes the root or stem of a word.

* ***Pronoun*** - a part of speech used as a substitute for a noun or noun phrase.

* ***Purpose for Reading*** - the goal(s) which a reader seeks to attain in each reading experience.

* ***Reading Level*** - an estimate of the reading skills of a student, usually expressed as a grade level.

- ***Recognition Vocabulary*** - the number of different words known without the necessity of word analysis; words understood quickly and easily.
- ***Reference Materials*** - a collection of books and other media useful for supplying information.
- ***Retelling*** - in discourse analysis, a measure of comprehension.
- ***Role-playing*** - acting, as in a play.
- ***Schema*** - 1. a generalized description, plan, or structure, as a schema of the reading process. 2. a conceptual system for understanding something.
- ***Semantics*** - the study of meaning; especially, the study of the relation between referents and names, and between concepts and names.
- ***Sequential Order*** - placement in a systematic pattern according to time or rank.
- ***Setting*** - 1. the physical or psychological background against which the action in a story takes place, as in a play or narrative. 2. the time and place in which a narrative occurs.
- ***Sight Word*** - a word that is immediately recognized as a whole and does not require word analysis for identification.
- ***Standardized Test*** - a test with specified tasks and procedures so that comparable measurements may be made by testers working in different geographical areas.
- ***Structural Analysis*** - a word identification technique for breaking a word into its pronunciation units. Note: Structural analysis elements commonly taught are the identification of roots, affixes, compounds, hyphenated forms, inflected and derived endings, contractions, and, in some systems, syllabication.
- ***Study Strategy*** - a systematic process for the intensive study of a selection for retention and recall.
- ***Suffix*** - a morpheme attached to the end of a base word.
- ***Summary*** - a brief statement which contains the essential ideas of a longer passage or selection.
- ***Synonym*** - one of two or more words in a language that have highly similar meanings.
- ***Syntax*** - the study of the structure of grammatical sentences in a language.
- ***Technical Words*** - a word form with a specialized meaning in one or more content fields or professions.
- ***Thesaurus*** - a dictionary of synonyms and antonyms, often grouped by broad topics.
- ***Trade Book*** - a book published for sale to the general public.
- ***Uninterrupted Sustained Silent Reading*** (USSR) - a period of time during the school day when children in a class or in the entire school read books of their own choosing.
- ***Word Order*** - the sequence(s) of words in a clause or phrase that signals grammatical relations in a sentence.
- ***Word Meaning*** - the concept or concepts associated with a spoken or written word.

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Phase II

Reaching For Treasures: Instructional Strategies for Implementing Reading Treasures

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Prepared by the
Kansas Reading Curriculum Committee

Sponsored by
Educational Assistance Section
Chapter I Program

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Introduction

Section one contains instructional strategies addressing the goals, objectives, and skills found in *Reading Treasures,* Phase I, Appendix B, "K-12 Reading Curriculum Guide". The strategies focus on the following goals: readiness for reading, language acquisition, word identification, vocabulary, comprehension, reference and study skills, and reading and writing. Each strategy includes six components: teacher planning, student preparation, instruction, practice, application/transfer, and expand/enrich. Educators are encouraged to review and select those strategies which address goals and objectives identified in the reading curriculum guidelines of their district.

Section two contains strategies to enhance reading instruction in the content areas. This section is divided into two parts: 1) an outline of a guided reading lesson to use when planning and implementing a content area lesson and 2) instructional strategies for the prereading, during reading, and after reading stages of a lesson. An introduction to section two can be found on page 67.

The Kansas Reading Curriculum Committee welcomes any comments regarding the strategies included in Phase II.

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Gerry A. Coffman
Project Coordinator

Kansas Reading Curriculum Committee

Gerry A. Coffman, Project Coordinator, Education Program Specialist in Reading, Kansas State Department of Education

Leo W. Pauls, Elementary Team Leader; Associate Chairman, Division of Administration, Teacher Education, and Industrial Technology, Emporia State University

Don Richardson, Secondary Team Leader; Associate Professor of Education, University of Kansas

Tara Azwell, Phase I Observation/Participation Coordinator, Emporia State University

Georgeanne Beard, Director of Federal Programs and Curriculum, USD 247 Cherokee School District

Kathy Dale, Secondary Language Arts Teacher, USD 210 Hugoton School District

Connie Evans, Principal of Lee Elementary School, USD 383 Manhattan School District

Lorene Goering, Associate Professor of Education, Bethel College

James G. Howell, Adjunct Professor, The Wichita State University

Carroll Mitchell, Reading Specialist, USD 233 Olathe School District

Eldon E. Moore, Principal of Dwight Elementary School and Elementary Curriculum Coordinator, USD 417 Council Grove School District

Mary Jo Rahatz, Director of Reading/Language Arts, USD 512 Shawnee Mission School District

Dianne Seltzer, Senior Research Associate, Region II Chapter I Technical Assistance Center, Overland Park

Pearl Watson, Facilitator of Gifted Programs, USD 383 Manhattan School District

Section One

Instructional Strategies for Reading Instruction in the Elementary School

GOAL I	OBJECTIVE A	SKILL
The student will acquire the level of readiness necessary for reading.	Develop sensory/ motor skills necessary for reading	Identify source of sound Oral language development

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The student will be able to discriminate environmental sounds.
   - Key concept - To recognize common sounds
   - Prerequisite skills - The child should be able to hear the sounds recorded on the tape.
   - Materials - Tape recorder and tape of environmental sounds

2. Student Preparation

   - Set purpose - To identify and name the various environmental sounds
   - Ask and answer questions about sounds
   - Discuss activity with students

3. Instruction

   - Present sounds on tape recorder
   - Check for understanding through verbal responses

4. Practice

   - Guided practice - Listen to additional sounds and discuss
   - Independent practice

     Draw pictures of sounds heard.

     Classify sounds - Which sounds are high?
     Which sounds are low?
     Which sounds are loud?

5. Application/Transfer

   - Silent walk around block to listen to sounds in outside environment
   - Summary activity - Class discussion of sounds heard
     Record results
     Write language experience stories

6. Expand/Enrich

   - Teacher will ask children to "capture" a sound and bring it to school, e.g. bring a picture, tape recording or tell about a sound they have heard.

GOAL I	OBJECTIVES B,D,E	SKILLS
The student will acquire the level of readiness necessary for reading.	Be able to focus attention on the task at hand	Top to bottom, left to right progression Attentive listening
	Develop vocabulary related to individual assignments	Expand oral language vocabulary Meaning vocabulary
	Demonstrate appropriate background knowledge needed for reading	Basic concept development

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The students will draw pictures of the events in sequential order after listening to a story.
   - Prerequisite skills - Prior experiences in simple sequence activities
   - Key concept - Understand meanings of relational words
   - Identify unfamiliar vocabulary words: relational words such as over, under, across, around, past and through
   - Materials: Rosie's Walk by Pat Hutchins
     Drawing paper and pencil
     Crayons

2. Student Preparation

   - Review prerequisite skills (simple sequence activities)
   - Predicting - Talk with students about the order of events in their day. Ask the students to predict their day.

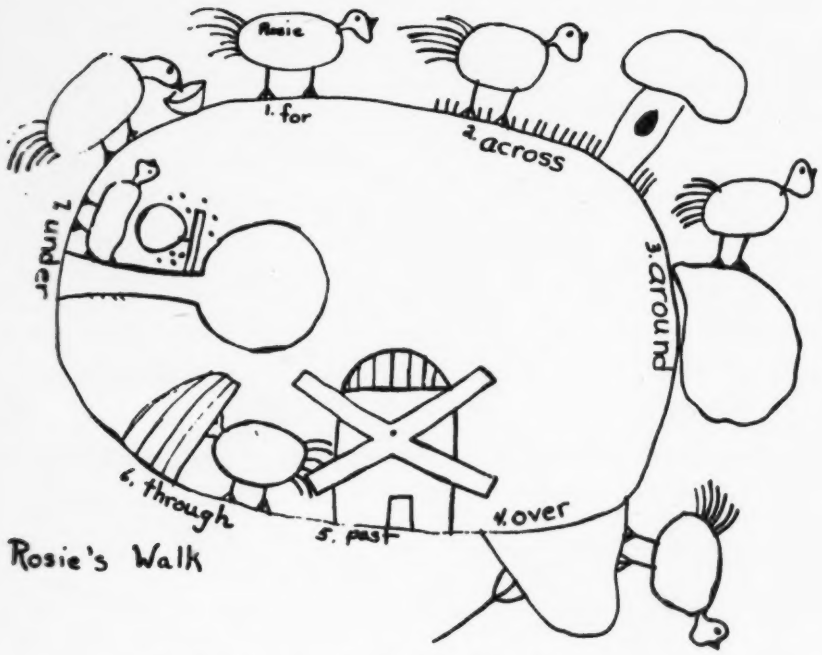
3. Instruction

   - Read the picture story Rosie's Walk by Pat Hutchins with the students by telling them that instead of seeing the pictures in the book, they are to picture in their mind step-by-step what is happening in the story.

4. Practice

   - Give each child a paper and pencil. Retell the story and have the students make a picture of each event in order. The teacher will need to prompt the students by asking questions about each event. It is also necessary to allow time to draw each event. After each picture has been drawn, reread each story line and discuss appropriate vocabulary words to describe the action. Write the vocabulary words under the appropriate picture on the circular storymap.

Example:



A Circular Storymap for Pat Hutchins' *Rosie's Walk*

5. Application Transfer

   - Next the students may independently color their storymap with the teacher circulating and asking individual students to tell what is happening in various parts of the story.

6. Expand/Enrich

   - On the next day each student should have the opportunity to recount the story using his or her circular storymap.

   - Students may also role play each page of the story thus talking out and creating thoughts for each character as well as gain perspective on different points of view.

   - Act the story out without words. Through actions, the students tell the story in sequence.

Reference:

Based on Dorothy Grant Hennings: COMMUNICATION IN ACTION: TEACHING THE LANGUAGE ARTS, 3rd ed., pp. 3-5. Copyright (c) 1986 by Houghton Mifflin Company.

GOAL I	OBJECTIVE C	SKILL
The student will acquire the level of readiness necessary for reading	Become familiar with the textbook Textbook study aids	Sections of a textbook Applying a study technique

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The student will be able to locate information in a textbook of the appropriate reading level.

   - Identify unfamiliar vocabulary words - table of contents, the index, the glossary and graphic aids

   - Key concepts-Table of contents-Front of book
     Index and glossary-Back of book
     Graphic aids-Throughout book

   - Materials - Any textbook

2. Student Preparation

   - Discuss the parts of a textbook

     Have students predict why it is important to know the parts of a textbook.

   - Vocabulary - Table of contents, index, glossary and graphic aids

   - Motivation - To reduce student stress and time in locating information

3. Instruction

   - Present new information

     "Look at a section of the textbook and title of the first page of the section. Think about what you already know about the topic of the section. Let's share our ideas."

     "What do you think the section will be about? Why do you think so?" Record predictions on the overhead projector or chalkboard as the class discusses ideas.

     Have the students look through the entire selection.

     "Which of your predictions can you prove? Why or why not?"

     Repeat the cycle with other sections.

4. Practice

   - Guided practice - Give the students a sample table of contents page and ask them to identify the page, chapter or section references for a specific topic.

   - Independent practice - Give the students a sample index page and ask them to identify page references for a specific topic.

5. Application/Transfer

- Give the students opportunities to name, locate and utilize the table of contents, index, glossary and graphic aids in other resources.

6. Expand/Enrich

- For any advanced reading, study, or research, a student must be able to use an index, table of contents, glossary and graphic aids. When using a science or social studies textbook, students often race to locate information on a specific topic. Specifically, the index provides topics to aid the student in locating information in several ways.

Example: Information about the automobile can be traced by looking under automobile, car, horseless carriage and gasoline.

GOAL II	OBJECTIVE A	SKILL
The student will develop the language background necessary for communication.	Develop listening abilities to facilitate reading	Follow oral directions

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The student will follow one, two and three-step directions.

   - Prerequisite skills - Children must have adequate auditory acuity, attend to task and recall details.

   - Key concepts - Build listening comprehension
     Teach children to listen, remember and respond to clear, concise directions given only once.

2. Student Preparation

   - Review prerequisite skills and prior knowledge

3. Instruction

   - Talk with students about the importance of listening. Give examples involving safety situations or social interactions.

4. Practice (Simon Says activities)

   - Guided practice - Be "Simon" and lead the students in this activity.

     Step One: Simon says touch your nose
     Simon says stand on one foot.

     Step Two: Simon says sit down and raise your hand.

     Step Three: Simon says get a piece of paper, fold it in half and hand it to the person next to you.

   - Independent practice - Students listen to story cassettes.

5. Application/Transfer

   - Read orally to students fiction and nonfiction stories. Specific listening skills to be developed include:

     - Following story sequence

     - Interpreting feelings

     - Distinguishing fact from fantasy

     - Identifying new words

   - Music activity

     - Listen to the lyrics for words that paint a clear picture.

6. Expand/Enrich

- Art activity: Students listen as the teacher describes the way to mix colors and to hold a brush. Have the students participate in activities requiring them to mix colors.

- Provide students with a visual stimulus such as pictures that are moving or expressive. For younger children, have the class share how they felt when they saw the pictures. For older children, ask the students to work in pairs. Give the students each a set amount of time, perhaps one minute, to tell their partner how they felt when they saw the pictures. When the speaker finishes, the listener describes what the speaker said about the pictures.

Note: A variation is to use a sound stimulus (a piece of music) and follow the same process.

GOAL II	OBJECTIVE B	SKILL
The student will develop the language background necessary for communication.	Develop oral language to facilitate reading	Basic vocabulary Background knowledge

INSTRUCTIONAL STRATEGY

1. Teacher Planning

- Establish purpose - The students will participate in activities based on a given topic (ex. spaghetti) to facilitate understanding of teacher read poems or stories about the same topic.

- Prerequisite skills - Experience in eating spaghetti or a similar food

- Key concepts - Students will apply their own and the experiences of others in eating spaghetti to facilitate reading with understanding and enjoyment.

  Note: It is not critical here that the students can read as the teacher will read to them; however, the students should see the print.

  The teacher will present unfamiliar words in printed format such as spaghetti and others based on teacher judgment.

- Materials: chalkboard, chalk or large chart

  Pictures of spaghetti out of magazines and other sources

  "A Round" by Eve Merriam printed on a large chart

*A Round
by Eve Merriam

Spaghetti
spaghetti
heaped in a mound;

spaghetti,
spaghetti
winds and winds around;

spaghetti,
spaghetti
twists and turns and bends;

spaghetti,
spaghetti
hasn't any ends.

2. Student Preparation

- Review prerequisite skills
- Discuss favorite foods to eat and lead into today's activity about spaghetti.
- Set purpose: "Many times we read about things that are very familiar to us. How many of you have ever eaten spaghetti? Today we are going to talk and read about spaghetti."

3. Instruction

- Brainstorm as many ideas as possible about spaghetti. List the ideas shared on the chalkboard or on a large chart.
- After approximately five minutes of brainstorming, ask the children to share some of their experiences in eating spaghetti.
- After reading poems or short stories about spaghetti, e.g. "A Round" by Eve Merriam, write a language experience story about spaghetti generated by the class.

4. Practice

- Guided practice - The teacher facilitates brainstorming and discussion on the topic.
- Independent practice - Students generate topics and listen to poems and stories about the specific topic.

5. Application/Transfer

- Show the students both cooked and uncooked spaghetti. Discuss the properties of spaghetti both cooked and uncooked. Let students touch and taste samples of both.
- Have students act out the properties of spaghetti.

  "Pretend you are a piece of spaghetti in a package. Show me what you would look like."

  "Pretend you are a piece of cooked spaghetti, how would you look?"

  "Move like a piece of cooked, wet and slippery spaghetti."

  "Move like a cold piece of spaghetti that has been in the refrigerator all night."

  "Pretend you are a meatball to go in a bowl of spaghetti, how would you look?"

6. Expand/Enrich

- Students may memorize a short poem and share it with each other, another class or the school.
- Students could sing a song about spaghetti to the tune of "On Top of Old Smokey" for a fun activity.
- Students could act out the poem.

Reference:

Based on Dorothy Grant Hennings: COMMUNICATION IN ACTION: TEACHING THE LANGUAGE ARTS, 3rd ed., p. 30. Copyright (c) 1986 by Houghton Mifflin Company.

*Excerpted from "A Round" in FINDING A POEM by Eve Merriam. Copyright (c) 1970 by Eve Merriam. All rights reserved. Reprinted by permission of Marian Reiner for the author.

GOAL II	OBJECTIVE C	SKILL
The student will develop the language background necessary for communication.	Apply appropriate levels of oral language for the selected audience.	Communicate knowledge for the purpose of sharing information Participate in activities requiring voice control and oral expression Awareness of language variations

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The student will apply oral language.
   - Instructional approach - The teacher should use an eclectic, language-based approach.
   - Materials: Manipulatives, puppets, reading materials of all kinds, game activities, art materials and charts

2. Student Preparation

   - Prior knowledge of sentence structure or syntax, speaking vocabulary
   - Parents read aloud to child
   - Participation in activities such as show and tell, dramatics, dictated stories and other language experience activites; singing, play and movement activities; story reading and other shared book experiences
   - Exposure to written words such as seeing labeled objects; writing their own name; recognizing special words, common signs, color and number words; reading charts, favorite rhymes, picture books and storytelling

3. Instruction

   - Ask students to bring something special from home. They are to show the item and talk about it (show and tell).
   - Show a picture or sequence of two or three pictures and have students tell a story. Other students can build on the original story.
   - Give students opportunities to learn, recite or sing favorite riddles, rhymes or songs.
   - Have students dramatize a story or nursery rhyme in which they use expressive voices to represent the characters in the story.
   - Have the class perform a nursery rhyme such as "The Gingerbread Man".
   - Have the students experiment with the voice and expression of different characters.

4. Practice

   Language experience story/activity:

   Take a walk and listen for sounds, look for colors, touch different textures and identify smells. Create class or individual books about the experience.

5. Application/Transfer

   - Provide creative dramatics and puppetry activities.

6. Expand/Enrich

   - Field trips
   - Encourage children to explore, manipulate and discuss items on display.
   - Find time each day to interact with individual children.
   - Encourage children to talk about their interests or concerns while listening actively.
   - Bring interesting objects into the room and teach the new words associated with the objects.
   - Utilize the whole language philosophy.

GOAL II	OBJECTIVE D	SKILL
The student will develop the language background necessary for communication.	Develop an understanding of syntax, semantics and orthography.	Express themselves in complete sentence format

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The students will arrange words into meaningful sentence format.
   - Prerequisite skills - Word recognition and comprehension skills appropriate for the level of vocabulary words
   - Key concepts - Build knowledge of grammatical structure (syntax) and word meanings (semantics).
   - Vocabulary - Use familiar vocabulary.
   - Materials - Large word cards with vocabulary words

2. Student Preparation

   - Review prerequisite skills and prior knowledge. Students must be able to identify vocabulary words on word cards.
   - Prediction/Motivation - Students suggest sentences that could be made using the vocabulary words.

3. Instruction

   - Discuss the order of words in a sentence and how meaning can change with a different word order.
   - Select students to display word cards in front of the class.
   - Ask the students holding the word cards to move to form a sentence.
   - Read the completed sentence and discuss the meaning.
   - Select other students to display words, challenging these students to rearrange the cards into another sentence with a different word order and meaning.

4. Practice

   - Guided practice - Present several sentences on an overhead. Disuss how the words can be rearranged to change the meaning of the sentence.
   - Independent practice - Have students, individually or in pairs, do similar activities in written form.

5. Application/Transfer

   - Read a passage from Peggy Parish's Amelia Bedelia series. Discuss the multiple meanings in the selection.

6. Expand/Enrich

- Use literature to promote syntactic knowledge. Read aloud to students, frequently and regularly, to develop familiarity with the more complex patterns found in written language.

Reference:

Peggy Parish. AMELIA BEDELIA. New York: William and Morrow Company.

GOAL III	OBJECTIVE A	SKILL
The student will apply decoding skills as needed.	Use a variety of strategies for independent word identification.	Contextual analysis

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Students use context to identify unknown words.

   - Materials - Use materials at the independent level for initial instruction.

2. Student Preparation

   - Teacher verbalizes objective (how contextual clues can help identify unknown words).

   - Show students that it is possible to derive the meaning of words from context.

     Example: Using an overhead projector, give the students a short passage with certain words omitted. Have students write down or respond orally with the words that might go into the blanks.

3. Instruction

   - Using the overhead projector, present a lesson at the instructional level by following a three-step process:

     Step One: Give students passages in which certain words are omitted but the initial consonant remains and the other letters are replaced by x.

     Example: Fred wxxx to town txxxx.

     Share student responses and determine possible answers.

     Step Two: Give students passages with certain words omitted, but replaced totally by xxx's.

     Example: Sally xxx the red xxx driving down the street.

     Share student responses and determine possible answers.

     Step Three: Give students passages with certain words omitted and replaced with blank lines of equal length.

     Example: The teacher _____ the children to _____ up for lunch.

     Share student responses and determine possible answers.

4. Practice

   - Guided practice - Give students a variety of exercises similar to the ones suggested in the instruction phase. Have students, under teacher supervision, work on the exercise independently, in pairs or small groups. Share results and discuss.

   - Independent practice - Have students continue to work on exercises involving the application of context clues. Assess, provide feedback and reteach where appropriate.

5. Application/Transfer

- Give students a cloze passage at their instructional level with every seventh word deleted. This work should be done independently so students utilize context clues when completing the blanks.

- Students in their daily reading will omit unknown words or read to the end of the sentence in order to apply their knowledge of context clues, along with other word identification skills, to identify the unknown word.

6. Expand/Enrich

- Have the students play a detective game to solve the mystery of the missing words. The solution to the mystery is found in the word clues.

Reference:

Based on Eldon E. Ekwall: LOCATING AND CORRECTING READING DIFFICULTIES, 4th ed., (Columbus: Merrill), pp. 70-72. Copyright (c) 1985 by Bell and Howell Company.

GOAL III	OBJECTIVE A	SKILL
The student will apply decoding skills as needed.	Use a variety of strategies for independent word identification.	Sight words

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Expand number of words students know at sight (basic sight words as well as general sight words).

   - Materials - chalkboard or overhead projector

2. Student Preparation

   - Prerequisite - contextual analysis

   - Verbalize the skill objective to the students

3. Instruction

   - Present the word in the context of a phrase or sentence. Encourage students to use the context to identify the word. If students cannot figure out the word, then pronounce it for them.

   - Discuss the meaning of the new word or discuss how it is used in the sentence. Try to tie the new word to something familiar to the students.

   - Write the word in isolation. Ask the students to talk about what may help them to remember the word.

   - Have students write the word, and say it as they write.

4. Practice

   - Have students compose new sentences using the word as it was used in the original context. Have them read each other's sentences and emphasize the word as it is pronounced.

5. Application/Transfer

   - The student knows the sight word in another context.

6. Expand/Enrich

   - The student identifies sight words when written in various type styles such as script, boldface and italics.

Reference:

Based on Eldon E. Ekwall and James L. Shanker: TEACHING READING IN THE ELEMENTARY SCHOOL, 4th ed., (Columbus: Merrill), pp. 155-156. Copyright (c) 1985 by Bell and Howell Company.

GOAL III	OBJECTIVE A	SKILL
The student will apply decoding skills as needed.	Use a variety of strategies for independent word identification.	Structural analysis

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Structural analysis can sometimes help readers figure out unfamiliar words by noticing their structure.

   - Prerequisite skills - prefixes, suffixes, root words

2. Student Preparation

   - Verbalize the objective and its appropriate use and application.

   - Help students realize that structural analysis cannot be applied in all word identification situations.

   - Review prerequisite skills - prefixes, suffixes, root words

3. Instruction

   - Put on the overhead projector a sample passage that contains unfamiliar words on which structural analysis skills could be used. Conduct a group instructional activity by doing the following:

     A. Have students identify the prefixes, suffixes and root/base words as the teacher underlines them in example words.

     B. Have students read the entire passage.

     C. For the unfamiliar words have students try different sounds, syllables and accents that make sense as they reread the passage.

     D. If the above strategy still does not help the student identify the words, teach them to use the dictionary as the next step in structural analysis.

4. Practice

   - Have students independently, in pairs or small groups work on passages using the four steps taught in instruction.

5. Application/Transfer

   - The students use the four-step process of structural analysis in content areas and/or other contexts.

GOAL III	OBJECTIVE A	SKILL
The student will apply decoding skills as needed.	Use a variety of strategies for independent word identification.	Phonics

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Apply phonetic element to an actual reading situation.
   - Prerequisite skills - Know name and sound of phonetic element.
   - Materials - Appropriate letters, pictures, objects

2. Student Preparation

   - Review the differences in sounds (auditory).
   - Ask students to listen while you pronounce several words that begin with the same letter. Ask the students: "What do you notice about the words?"

3. Instruction

   Use the following process:

   - Present symbol or letter to be learned (visual). Review uppercase and lowercase forms of the letter.
   - Present key object or picture.
   - Print the letter near the picture or object so the students associate the symbol with the sound.
   - List appropriate words. Ask the students to name more words that begin with the sound. Write the words on a chart or chalkboard.
   - List words from pictures or objects (visual). Prepare a set of objects or pictures, some that begin with the letter. Have the students determine if the name of each object should be added to the list. Have a separate list for words that do not begin with the letter.
   - Listen to words in context. Share a story with words missing that begin with the letter. Have the students tell what word should go in the blank.

4. Practice

   - Decode words in context.
   - Give students sentences with a word missing in each that begins with the letter.
   - Ask them to figure out the unknown word by reading the sentence.

5. Application/Transfer

   - Read simple stories, trade books and supplementary materials that contain many words that begin with the letter.

6. Expand/Enrich

- Pass out magazine pictures. Have students find items that begin with the letter.
- Ask students to circle words on a newspaper page that begin with the letter.

Reference:

Based on Eldon E. Ekwall and James L. Shanker: TEACHING READING IN THE ELEMENTARY SCHOOL, (Columbus: Merrill), pp. 183-188. Copyright (c) 1985 by Bell and Howell Company.

GOAL III	OBJECTIVE A	SKILL
The student will apply decoding skills as needed.	Use a variety of strategies for independent word identification.	Dictionary

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Dictionaries can help students identify unknown words.

   - Prerequisite skills - Skills necessary to use a dictionary for word identification:

     - Knowledge of alphabetical order beyond the first letter of a word
     - Ability to use guide words
     - Ability to locate root words, variants and derivatives
     - Ability to interpret accent marks
     - Ability to use the pronunciation key and interpret phonetic spellings.

2. Student Preparation

   - Verbalize the role of dictionaries in identifying unknown words.

   Prerequisite skills needed:

   - Alphabetizing and use of guide words
   - Pronunciation key
   - Multiple meanings.

3. Instruction

   - Teacher provides a sample and models how to use the dictionary to identify an unknown word. The teacher verbalizes the thinking processes used to identify a word.

4. Practice

   - In pairs or small groups students practice using the procedure demonstrated by the teacher. Have students orally explain the steps in the procedure.

5. Application/Transfer

   - Students use the dictionary to identify an unknown word found in another context.

GOAL III	OBJECTIVE A	SKILL
The student will apply decoding skills as needed.	Use a variety of strategies for independent word identification.	Thesaurus

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - A thesaurus can help students locate synonyms and antonyms for words. It is a useful resource for teaching and expanding vocabulary for written and oral purposes.

   - Materials: Roget's II The New Thesaurus
     The Young People's Thesaurus Dictionary

   - Prerequisite Skills

     - Alphabetizing
     - Concept of synonyms and antonyms

2. Student Preparation

   - Teacher verbalizes objective

   - Teacher demonstrates the use and application of the thesaurus

   - Review prerequisite skills:

     - How a thesaurus is organized
     - How to locate a word
     - How to read the synonym and antonym entries

3. Instruction

   - Using the overhead projector, a newspaper article or a favorite cartoon and a thesaurus, have the students suggest ways to edit selected underlined words, first using synonyms and repeating the process with antonyms. Discuss the synonym or antonym possibilities and choices. Compare several versions with the original.

4. Practice

   - Guided practice - Give students a variety of exercises similiar to the ones suggested in the instruction phase. Under teacher supervision, students work in pairs or small groups to complete the exercises. Have the students share the edited versions and compare back to the original to see if the meaning remained the same (synonym) or became the opposite (antonym).

   - Independent practice - Have students choose their own material to continue to work on the procedure followed during instruction and guided practice.

5. Application/Transfer

   - On a bulletin board keep a list of words students tend to use repeatedly in their writing. Have students locate these words in a thesaurus and list synonyms for the words on the bulletin board. Encourage students to use the synonyms in their writing, especially in the rewriting/editing phase. Keep adding to and changing the list of words.

6. Expand/Enrich

- Have students keep a personal list of synonyms and antonyms in a vocabulary notebook.

References:

Based on J. David Cooper: IMPROVING READING COMPREHENSION, pp. 191-192. Copyright (c) 1986 by Houghton Mifflin Company.

Fernado de Mello Vianna (Editor). ROGET'S II THE NEW THESAURUS. (Boston: Houghton Mifflin Company, 1980).

Harriet Wittels and Joan Greisman. THE YOUNG PEOPLE'S THESAURUS DICTIONARY. (NewYork: Grosset and Dunlap, 1971).

GOAL IV	OBJECTIVE A	SKILL
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Develop a reading vocabulary based on speaking and listening vocabularies.	Recognition vocabulary
	OBJECTIVE B	
	Recognize and use word meanings.	Classification Synonyms

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The students will be able to recognize and name synonyms for words.
   - Prerequisite skills - Ability to read selected material with understanding.
   - Key concept - Students will develop an understanding of the role of synonyms in expanding word meanings.
   - Unfamiliar vocabulary - Definition of synonyms
   - Materials - Chart, overhead projector or chalkboard, markers and a large outline of a rabbit on tag board

2. Student Preparation

   - Prerequisite skills
     - Prior knowledge of age/grade appropriate language and experiences
     - Understanding of words that have similar meanings
     - Set purpose - Development of vocabulary

3. Instruction

   - Brainstorm synonyms in a word play

   Example:

   A. Have the students brainstorm all the words or phrases they can think of for the word fast: quick, speedy, swift, hasty, quick as a wink, in no time flat, and house afire.

   B. Cut a piece of oak tag into a representational shape (rabbit) and mount it in a word-stemming center.

   C. Have students go to the center to contribute additional words to the shape.

4. Practice

- Guided practice - Brainstorm adjectives in a word play

Example:

A. Have students print an adjective at the top of chart paper. Possible words: slow, heavy, dizzy, grouchy, mighty, light, free, clever, terrible, friendly, shy, proud, funny, tired.

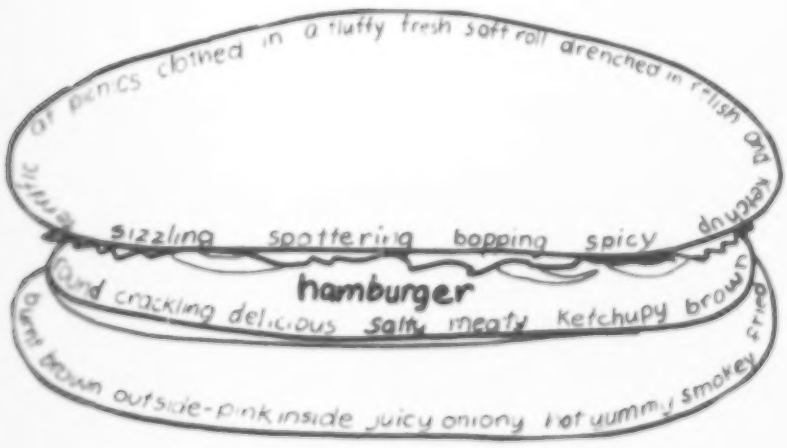
B. Discuss related words.

- Independent practice - Have the students construct representational charts for adjectives. For example: smooth words on a shape with smooth edges, rough words on a shape with irregular edges, thin words on a shape taller than it is wide, fat words on a shape wider than it is tall.

5. Application/Transfer

- Writing activity using representational charts

1. Have students write words for a topic on a representational chart. For example, a representational chart for the word hamburger:


hamburger
sizzling spattering bopping spicy
round crackling delicious salty meaty ketchupy brown
brown outside-pink inside juicy oniony hot yummy smokey

2. Have students write stories using the words on the chart.

3. Have students share their stories.

6. Expand/Enrich

- Brainstorm words and make representational charts for popular foods. Possible choices are pizza, ice cream cones, tacos and hoagies. Have the students write descriptive paragraphs or poems under their charts.

- Read a story about a person, place or thing. Ask the students to say words that come to mind that relate to or describe the person, place or thing. Have the students compose a short story or a poem using the words.

Reference:

Based on Dorothy Grant Hennings: COMMUNICATION IN ACTION: TEACHING THE LANGUAGE ARTS, 3rd. ed., pp. 203-205. Copyright (c) 1986 by Houghton Mifflin Company.

GOAL IV	OBJECTIVE C	SKILL
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Understand the function of listening, speaking, reading and writing vocabularies.	Understand the relationship among listening, speaking, reading and writing vocabularies.

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - The students will participate in a meaningful discussion and specific activity demonstrating their understanding of the relationship among listening, speaking, reading and writing vocabularies.

   - Prerequisite skills - The students should have a functional understanding of each of the above types of vocabulary.

   - Key concepts - A student's total meaning vocabulary is the sum of all the words he or she can understand or use correctly, whether in listening, speaking, reading or writing.

2. Student Preparation

   - Verbalize the objective to the students.

   - Point out the various types of vocabulary functions as they apply to the grade level or ability of the students.

3. Instruction

   Discuss the four types of vocabulary: speaking, listening, reading and writing.

   "The first vocabulary that a person acquires is the listening vocabulary. Most babies respond to words that they hear before they are able to speak the words. How do you increase your speaking vocabulary?"

   "As the listening vocabulary increases, you will find that your speaking vocabulary increases through experiences with language."

   "While reading, your reading vocabulary increases as you learn the meanings of new words."

   "The listening, speaking and reading vocabularies are applied in the writing that you do and share with your classmates. The writing activities in class help each one of you to increase your writing vocabulary."

4. Practice

   - Guided practice:

   Listening activity

   Ask a child to carry out your verbal instructions without saying a word.

   "Jason, please give me your pencil."

   "Sarah, give Joshua a piece of paper, please."

Speaking activity

Have the students give each other verbal instructions.

Reading activity

Give the students a short passage at the independent level of reading followed by one at the instructional level. Show how they acquire new meaningful vocabulary through the act of reading at various levels of difficulty.

Writing activity

Have the students write a paragraph about a recent experience. Share the paragraphs with the entire class and discuss interesting or new words.

- Independent practice:

Have the students work in small groups in which they determine activities for each of the functions of vocabulary and how each relates to the other. Allow creativity.

5. Application/Transfer

- Have the students choose a method for sharing with the class their understanding of the functions of vocabulary and the relationships among the functions.

Examples: Write a summary of something listened to or read.
Create and share a news bulletin with the class.
Participate in creative dramatics.

6. Expand/Enrich

- Change the summaries or news bulletins by using synonyms and antonyms. (See Goal III, Objective A, Thesaurus)

GOAL IV	OBJECTIVE D	SKILL
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Use context clues, syntax and semantics to increase vocabulary.	Context clues Structure of sentences Semantics

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Prerequisite skills - Students should understand context clues in oral language prior to using them in written language.
   - Key concepts - Always use material at student's independent level or instructional level.
   - Materials - cloze materials to use in the following exercises

2. Student Preparation

   - Practice context clues in oral language by using an oral cloze with the students. The oral cloze procedure involves deleting selected content words from a high interest selection. As the teacher reads aloud, the students supply possible words to go in the blanks. Encourage students to "take risks" as they think of words. Record the responses on the board.

3. Instruction

   - Present sentences containing a missing word on the overhead.
   - Ask students to read silently to predict possible answers.
   - Stress "taking risks" by telling the students that there are often many correct answers.

   Examples:

   1. When I went to the zoo, my favorite animal was the _____.
   2. Steve uses a ball to play _____ in the summer.
   3. I must find my _____ to wear today.

   - List the responses on the board. Discuss why there are several different correct answers.

4. Practice

   Guided practice:

   - Distribute copies of a cloze paragraph to students.
   - Read the paragraph silently to predict answers to fill the blanks in the paragraph.
   - Share the responses and ask the students to justify answers.

Independent practice:

- Distribute copies of a cloze paragraph on the student's independent reading level.
- Have the students write a word in each blank.
- Share their responses and discuss.

Example:

James Julian Smith worked for a _____. The_____mixed all of the spells, of course, but James dusted test tubes and apparatus, swept the floor, labeled jars of _____'s legs, sorted lady-bird eggs, and looked after all of the mysterious things that the _____used. His most important _____ was dusting the witch's magic which contained the directions for casting _____.

5. Application/Transfer

- Students will demonstrate understanding of context clues by completing a cloze passage with every seventh word deleted. This exercise will be completed independently.

6. Expand/Enrich

Macrocloze activity:

- Give the students a story with part of the story missing.
- Ask them to read the story and identify the part that is missing.
- Have the students individually supply the missing part.
- Consider the following questions when reading a student's work:

    1. Did the student supply the right kind of information?
    2. Does the information supplied fit the entire story?

Reference:

Dixie Lee Spiegel and Jill Fitzgerald. "Improving Reading Comprehension Through Instruction About Story Parts". The Reading Teacher 34 (March 1986), p. 680. Reprinted with permission of Dixie Lee Spiegel and Jill Fitzgerald and the International Reading Association.

GOAL IV	OBJECTIVE E
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Expand personal and content vocabularies through reading.

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Students will learn that specific meanings will vary according to the context in which the words are used.

   - Key concept - Students will understand that nearly all words in the English language have more than one meaning.

2. Student Preparation

   - Show students examples of words that have multiple meanings.

     Examples: Use bulletin board to display overworked words. Example words: very, little, cute. Students are instructed to use the thesaurus to find another word for each. Add to list.

3. Instruction

   - Guided practice:

     After students read a selection or several related selections that have a number of interesting multiple-meanings, the teacher should review the meanings as they were used in the selections and discuss other meanings. For example, if students have learned one set of meanings for band, ring, light and saw, they can be introduced to new meanings for the words using the following steps:

     Step 1: List the words on the board and have students read them aloud.

bank	light
ring	saw

     Step 2: Have students give a sentence using each word.

     I took my money to the bank.
     Mary wore a ruby ring.
     The box was so light that I could lift it.
     Barry saw the car turn the corner.

     Step 3: Give students another sentence using each word in which the word has a new meaning. Have students discuss the meaning of the word. Tell students the new meaning if they do not know it and illustrate with other examples.

     Tom stood on the bank of the river to fish.
     We heard the bell ring from inside the room.
     The light from the candle made the room bright.
     We used a saw to cut down the tree.

Step 4: Have students give sentences using the new meanings of the words. Have other students check to see that the students giving the sentences have used the words correctly.

- Independent Practice

After these steps have been completed, the teacher should provide exercises so students can practice using the words.

4. Application/Transfer

Matching activities - definitions to sentences

5. Expand/Enrich

Encourage students to be aware of the many contexts in which words are found. Have the students use the multiple-meaning words in as many sentences as they can think of. Have contests for several days or weeks to find as many contexts as possible for certain words.

Example words: foot, root, trunk, conductor, scale

References:

Based on J. David Cooper. IMPROVING READING COMPREHENSION, pp. 192-194. Copyright (c) 1986 by Houghton Mifflin Company.

Eldon E. Ekwall and James L. Shanker. TEACHING READING IN THE ELEMENTARY SCHOOL, 4th ed. (Columbus: Merrill), p. 235. Copyright (c) 1985 by Bell and Howell Company.

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply different levels of comprehension when reading.	Literal level

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Recalling detail

   - Key concept - Understanding story details and their role in getting meaning from print

   - Prerequisite skills - Concept of who, what, when, where
     Listening for comprehension of details
     Basic reading vocabulary

2. Student Preparation

   - Set purpose - Tell the students, "In this lesson you will read a story and figure out some of the important things in the story."

   - Motivation - Choose a story related to the interest of the students

   - Review prerequisite skills

     Concepts of who, what, when, where
     Basic reading vocabulary
     Listening comprehension of details

     Activity: Tell the students to listen for the important details in a story and after reading the story they will discuss the who, what, when and where.

3. Instruction

   - Give students a short story on their independent level.

   - Read the story to the students and ·lize the thinking strategies involved in identifying details by:

     1. Listing details on the board
     2. Underlining the who, what, when, where in the story.

4. Practice

   - Guided practice - Give students a short passage of interest on their independent reading level which emphasizes details. Students then:

     1. Read the selection silently and underline details that tell who, what, when or where.
     2. Children report the details selected and reasons for their choices.
     3. Teacher provides feedback and corrective teaching.
     4. Use additional selections for guided practice. Assess, provide feedback and reteach where appropriate.

- Independent practice - Provide passages on the independent level of each student. Students then:

    1. Read silently
    2. Record or underline details
    3. Assess, provide feedback and reteach where appropriate.

5. Application/Transfer

    - Select an article at the instructional level from science or social studies which emphasizes details and repeat the process.

6. Expand/Enrich

    - Students read a story on their instructional level and demonstrate their understanding of details by drawing pictures to show who, what, when or where.

References:

J. David Cooper. IMPROVING READING COMPRHENSION. (Boston: Houghton Mifflin Company, 1986).

W.H. Rupley and T.R. Blair. READING DIAGNOSIS AND DIRECT INSTRUCTION: A GUIDE FOR THE CLASSROOM. (Boston: Houghton Mifflin Company, 1983).

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading.	Inferential level
	OBJECTIVE B	
	Apply higher level reading/thinking skills when necessary.	

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - To use inferences to improve comprehension

   - Key concept - More information can be gained by combining what you already know with what the author tells you.

   - Prerequisite skills - Meaning of the term inference
     Prediction skills
     Basic reading vocabulary

2. Student Preparation

   - Set purpose

     Tell the students: "In this lesson you will learn to make inferences (read between the lines) from what you read. This will help make your reading more exciting."

   - Motivation

     A. Pantomime being tired or sleepy
     B. Ask students, "What can you infer about how I am feeling today? What were your clues?"

   - Review prerequisite skills

     A. Write 'infer' and 'inference' on the board
     B. Explain that an inference is a "good guess" based on clues from the author and the student's own experience.

3. Instruction

   A. Based on the students' background experiences the teacher writes a sentence on the chalkboard and reads it orally.
   B. The teacher verbalizes the process used to make an inference based on the sentence.
   C. The teacher identifies background information and clues from the sentence on which the inference is based.

      Example: Upon entering the kitchen, Mother noticed the open cookie jar and crumbs on Mary's face.

      Inference: Mary had eaten cookies.
      Clues: cookie jar and crumbs

      Inference: Mary is messy.
      Clue: dirty face

   D. Provide other sentence examples.

E. After students demonstrate ability to draw inferences from simple sentences, the teacher applies the same modeling process using short paragraphs written on the independent level.

4. Practice

- Guided practice

Based on a passage on the student's independent level, the teacher asks an inference question. After reading the passage, the student answers the inference question and identifies background information and clues from the passage that support the inference. As the student demonstrates understanding of inference, the teacher gradually releases the responsibility of asking and answering questions and supporting inferences.

- Independent practice

Activity should be very similar to the activity used for guided practice since the purpose is to help students internalize the skill.

5. Application/Transfer

Have students verbalize the importance of what they have learned in the transfer and application of a skill. Summarizing is part of the reader's metacognitive process (a self-monitoring process to discover the what, why and how of applying the strategy).

Activity: Teacher asks, "Who can tell me what you learned about determining information when the author does not state the information directly?" Continue with probing questions to help students summarize the process.

Provide a content area passage at the instructional level that contains information not stated directly.

- Have the students read the passage.
- Identify the inferences.
- Identify clues from the story.

6. Expand/Enrich

Students utilize inferential thinking to write the concluding events to open-ended stories. After writing stories, the students exchange papers to identify inferences in the stories and write the clues used in making the inferences.

References:

J. David Cooper. IMPROVING READING COMPREHENSION. (Boston: Houghton Mifflin Company, 1986).

W.H. Rupley and T.R. Blair. READING DIAGNOSIS AND DIRECT INSTRUCTION: A GUIDE FOR THE CLASSROOM. (Boston: Houghton Mifflin Company, 1983).

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading.	Evaluative level
	OBJECTIVE B	
	Apply higher level reading/thinking skills when necessary.	

INSTRUCTIONAL STRATEGY

1. Teacher planning

   - Establish purpose - Determining bias of the author or speaker

   - Key concept - Views of a situation are influenced by perspective, background experiences, feelings and emotions.

   - Prerequisite skills - Understanding that different people have different views
     Basic reading vocabulary

2. Student Preparation

   - Set purpose - Tell the students, "In this lesson you will learn to determine the viewpoint from which an author is writing to help you judge the truthfulness of information."

   - Motivation - Using the example of a sudden snowstorm, the teacher asks the students to describe the event from the viewpoint of a five-year-old child, a high school student scheduled to play the most important game of the season and a snowplow operator.

3. Instruction

   Display pictures of a dentist, student and custodian. Present three descriptions of an event.

   1. They took the candy machine out of the school today. "It's about time! I've been seeing too many cavities in the teeth of children."

   2. They took the candy machine out of the school today. "Boy is that unfair. Now there is nothing good to eat."

   3. They took the candy machine out of the school today. "No more candy wrappers to sweep up."

   Teacher verbalizes the thinking process involved in matching the pictures to the appropriate description of the event. Check for understanding by having students tell how the teacher completed the matches.

4. Practice

   - Guided practice

     1. Repeat the procedure with additional pictures and descriptions.
     2. Have students read each description and choose the appropriate picture.
     3. As a group, discuss the choices and reasoning behind their choices.

   - Independent practice

     Students repeat the procedure using similar items.

5. **Application/Transfer**

Using opposing opinions found in some newspapers such as USA Today, have students attempt to match the pictures to the opinions. Then verify the answers.

6. **Expand/Enrich**

After reading about opposing views on a political issue, have students write an editorial from the perspective of the different leaders.

Reference:

John C. Quinn. USA TODAY. (Arlington, Virginia: Gannett Company).

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading.	Critical Analysis
	OBJECTIVE B	
	Apply higher level reading/thinking skills when necessary.	

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Research a problem in daily life.
   - Specific skill - Researching a problem
   - Key concept - Ideas can be communicated in several ways.
   - Prerequisite skills - Basic reading vocabulary
     Literal, inferential and evaluative comprehension skills

2. Student Preparation

   - Set purpose - Tell the students, "A responsible citizen must be able to research a problem, establish a position on an issue and be able to develop means of influencing others. You will learn some ways of doing this in the lesson."
   - Motivation - Using articles about an issue such as possible smoking ordinances, the teacher summarizes the opposing arguments.

3. Instruction

   - Divide the class into groups and have them select topics.
   - Display examples of various mediums used to persuade: photographs, posters, pamphlets, ads, music, cartoons, etc.
   - Discuss the strengths and weaknesses of each medium and the circumstances when their use is most appropriate.

4. Practice

   - Guided practice - After deciding its position on the issue, the group selects a medium to convey its position. Together, they develop the medium such as designing a poster, writing a brochure or creating a cartoon. Attention needs to be focused on clarity of message, accuracy of information and persuasive ability.
   - Independent practice - Individuals or small groups develop other mediums to express their position on other issues.

5. Application/Transfer

   - During the school year as other opportunities arise to take a position on an issue, students should be encouraged to express their position through various mediums such as drama or musical productions.

6. **Expand/Enrich**

- Have students become involved in local, state and national issues and express their opinions to the appropriate groups.

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading.	Application
	OBJECTIVE B	
	Apply higher level reading/thinking skills when necessary.	

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Students will apply information, ideas and concepts to solve problems.
   - Specific skill - Problem solving
   - Key concept - Information gained through reading can be used to solve problems.
   - Prerequisite skills - Basic reading vocabulary
     Recalling details
     Ability to evaluate the accuracy and appropriateness of information

2. Student Preparation

   - Set purpose - Tell the students, "In this lesson we will use information we have gained through reading to solve a problem."
   - Motivation - Tell the students, "We have been asked to plan a school lunch for next week. It is to be nutritious, tasty and colorful."

3. Instruction

   Have students recall what they know about well-balanced meals. Using health resources (books, pamphlets) have the students read for specific details concerning nutritional requirements. Small groups can be responsible for certain food groups. List the requirements needed for a well-balanced meal.

4. Practice

   - Guided practice - As a group plan an appropriate menu.
   - Independent practice - Have individual students or small groups plan additional menus.

5. Application/Transfer

   After reading about the types of exercise needed to develop physical fitness, have the students design a 15 minute exercise program to be used as a warm-up during physical education.

6. Expand/Enrich

   Have students identify community problems where research can be used to find solutions.

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading. OBJECTIVE B Apply higher level reading/thinking skills when necessary.	Appreciative Level

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Develop an appreciation for various styles of writing. Plan with library media specialist to select materials for this strategy.

   - Key concept - Different authors have various ways of describing similar events.

   - Prerequisite skills - Basic reading vocabulary
     Basic literal and inferential comprehension skills

2. Student Preparation

   - Set purpose - Tell the students, "Different authors have various ways of describing similar events. We are going to examine some examples."

   - Motivation: Read a very descriptive short passage to the students while their eyes are closed. Have them visualize the scene. (The scene from Charlotte's Web when Wilber boasts that he can spin a web is one example.) After reading the passage, the students discuss what they visualized.

3. Instruction

   Read several short descriptive passages about similar events to the students. Possible topics for the passages might include night, snowy days, first day of school, moving, birthdays and seasons. The teacher identifies elements of style employed by the authors such as vocabulary, sentence length, point of view and figurative language.

4. Practice

   - Guided practice - The teacher reads aloud to the students on a daily basis from a broad range of quality literature.

   - Independent practice - Through use of Sustained Silent Reading, students sample good literature.

5. Application/Transfer

   Students select favorite stories to read aloud to other children.

6. Expand/Enrich

   Have a visiting author share literature with the students and discuss the writing process.

   Students write letters to well-known personalities asking them to share their favorite literature.

GOAL V	OBJECTIVE A	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading. OBJECTIVE B Apply higher level reading/thinking skills when necessary.	Metacognition

Establish purpose: Applying metacognition when reading

ALL OF THE COMPREHENSION STRATEGIES DISCUSSED IN THIS GUIDE CONTRIBUTE TO THE DEVELOPMENT OF METACOGNITION.

Metacognition is	Metacognition ....
Knowing About Knowing Knowing How to Know Knowing When to Know Knowing Why to Know	is taking place when readers are aware of the strategies they're using in their own learning and thinking.

Metacognitive Strategies Good Readers Use

- Monitor reader control
- Clarify purpose for reading
- Look back/reread confusing part
- Consult dictionary
- Create mental images
- Summarize
- Fit new material into personal experience
- Assess prior knowledge
- Focus on major content
- Read ahead to clarify
- Think aloud
- Take notes
- Use mapping and networking

"Interestingly, direct instruction in metacognition may not be beneficial. When strategies of problem solving are imposed rather than generated by the students themselves, their performance may be impaired. Conversely, when students experience the need for problem-solving strategies, induce their own, discuss them, and practice them to the degree that they become spontaneous and unconscious, their metacognition seems to improve. The trick therefore, is to teach metacognitive skills without creating an even greater burden on students' ability to attend. PROBABLY THE MAJOR COMPONENT OF METACOGNITION IS DEVELOPING A PLAN OF ACTION AND THEN MAINTAINING THAT PLAN IN MIND OVER TIME."

Reference:

Arthur L. Costa. "Mediating the Metacognitive." EDUCATIONAL LEADERSHIP (November, 1984), pp. 57-62. Reprinted with permission of the Association for Supervision and Curriculum Development and Arthur L. Costa. Copyright (c) 1984 by the Association for Supervision and Curriculum Development. All rights reserved.

Metacomprehension ....

Refers to the reader's awareness and self-control of his/her understanding and of strategies that facilitate comprehension.

A. The reader knows when s/he knows.
B. The reader knows what it is s/he does know.
C. The reader knows what it is that s/he still needs to know.
D. The reader knows the usefulness of intervention strategies.

Reference:

Jill Fitzgerald. "Helping Readers Gain Self-Control Over Reading Comprehension." The Reading Teacher (December, 1983) pp. 249-253. Reprinted with permission of Jill Fitzgerald and the International Reading Association.

GOAL VI	OBJECTIVE A	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Learn to use time wisely.	

INSTRUCTIONAL STRATEGY

1. Teacher Planning
   - Establish purpose - to learn to use time wisely
   - Prerequisite skills
     1. A concept of time
     2. Being able to stay on task for a period of time
2. Student preparation
   - Use an attention getting device such as a bell to get the students' attention.
   - Share the purpose of the lesson.
   - Discuss the importance of wise use of time.
3. Instruction
   - Tell the students that in order to use time more effectively they need to be aware of such aspects as being comfortable, a quiet study area, lack of hunger, physical posture, lighting, interest and use of a timer.
   - Have the students participate in a brainstorming activity to determine distractors of efficient study.
4. Practice
   - Guided practice - Have the students participate in a 10 minute study activity and prearrange for interruptions to occur such as principal's announcements and sharpening pencils. Have some students record the reactions of the group.
   - Independent practice - Have the students do a 15-20 minute activity in which they incorporate the aspects taught in wise use of time.
5. Application/Transfer
   - Share with the parents the activities described in instruction.
   - Encourage students to use the study techniques in their study and reading time both at home and at school.
   - Do a similar activity at home.
6. Expand/Enrich
   - Have students share techniques that help them when studying.

Reference:

Marie Carbo, Rita Dunn and Kenneth Dunn. TEACHING STUDENTS TO READ THROUGH THEIR INDIVIDUAL LEARNING STYLES. (Englewood Cliffs, New Jersey: Prentice-Hall, 1986).

GOAL VI	OBJECTIVE B	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Select and evaluate information.	Reference materials

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Students need to know that information (names, dates and general background) is available in various reference materials.

   - Materials - several types of encyclopedias, dictionaries, almanacs, biographical sources, yearbooks, directions, atlases and indexes

2. Student Preparation

   - Give the students questions that can be answered by using reference materials.

3. Instruction

   - Brainstorm a list of questions students want answered. Structure the brainstorming session so students provide questions that can be found in biographical information. "Who are some people you would like to know more about?" For example: their birthdays, where they went to college, etc.

   - Share several biographical sources and reference materials available in the classroom or library media center.

   - Have them use the sources to answer their questions.

4. Practice

   - Guided practice - Give students a variety of exercises similar to the ones suggested in the instruction phase. Under teacher supervision, have students work on the exercises in pairs or small groups.

   - Independent practice - Have students continue to locate information in the reference materials.

5. Application/Transfer

   - Prepare questions which can be answered using all of the different reference sources introduced to date, e.g. questions from the encyclopedia, dictionary, atlas. Have the students locate the answers and report in which reference material the answer was found.

   - Continue to have students generate their own questions to give practice in finding the best reference work to use for particular tasks.

6. Expand/Enrich

   - Visit the reference section of a large library to see more variety and specific reference sources not available in the school library media center.

   - Use computers in the school library media center to aid students in locating information.

GOAL VI	OBJECTIVE B	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Select and evaluate information.	Card catalog

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - To help children make better use of the school library media center by teaching effective use of the card catalog.

   - Materials - Samples of cards from a card catalog, books with call numbers on spine

   - Prerequisite skills - Knowing how to alphabetize

2. Student Preparation

   - Invite library media specialist to share with students the value, importance and purpose of a card catalog.

3. Instruction

   - Have students look at a sample title card, subject card and author card while the three cards are displayed on an overhead projector.

   - Identify for the children the different parts of the three cards and their purposes.

4. Practice

   - Guided practice

     1. Give the students sets of title, subject and author cards. In the library media center have students work in small groups to locate books on the shelves by using the card catalog.
     2. Have the groups share their books.

   - Independent practice

     - Give the students sample title, subject and author cards and have them distinguish betwen the 3 types of cards.
     - Give the students 3 books on a subject. Ask students to compare content to see which book they found most insteresting.

5. Application/Transfer

   - Have the students prepare a subject-author bibliography that requires use of the library card catalog.

6. Expand/Enrich

   - Have children continue using the card catalog for other oral and written reports as well as for general information seeking purposes.
   - Have the students share their experiences in using the public library card catalog.
   - Have students work with a computerized card catalog system.

GOAL VI	OBJECTIVE B	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Select and evaluate information	Parts of a book

Sample Lesson on Teaching One Part of a Book

1. Teacher Planning
   - Establish purpose - To help students learn about an index and its uses.
   - Key concept - index
   - Prerequisite skill - Knowing how to alphabetize
2. Student Preparation
   - Show students where the index is located in a book.
   - Compare the index to the table of contents.
   - Ask the students what they feel is the purpose of an index.
3. Instruction
   - Tell students the purpose of an index.
   - Show a sample index on the overhead projector. Work through a number of examples from the index.
4. Practice
   - Guided practice

     Give the students a sample index page with certain information to be identified.

     Discuss as a class the correct answers for the sample page by use of an overhead projector.

     Teach/reteach information not learned.
   - Independent practice

     Repeat the above steps with additional examples.
5. Application/Transfer
   - The students do individual reports on topics of their choice. They must document the indexes needed to find the necessary information. The students should share their findings with the class.
6. Expand/Enrich
   - Students continue to use indexes on a regular basis in their content subjects and resource material.

GOAL VI	OBJECTIVE B	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Select and evaluate information.	Processing information

INSTRUCTIONAL STRATEGY

1. Teacher Planning
   - Establish purpose - Students will learn how to select appropriate sources for needed information.
   - Materials - Reference materials in the classroom or school library media center.
   - Prerequisite skills - Familiarity with common reference materials, e.g. card catalog, Readers' Guide, encyclopedia, almanac
2. Student Preparation
   - Ask the library media specialist to review the reference materials available in the library.
   - Share the purpose for different types of reference materials.
3. Instruction
   - In advance of the lesson, write on the chalkboard or overhead projector the following kinds of questions:

     What is the population of the capital of California?

     Who was Vice President of the United States in 1928?

     What does E.P.A. stand for?

     What is the world record for the discus throw?

   - Discuss where a person might find the answers to the questions. Also, discuss why.
   - Check in the actual reference to verify the students' answers.
4. Practice
   - Using various reference materials, each student writes three questions to be answered by other students.
   - Have the students exchange cards, find the answers and document the reference containing the answers.
   - Share results.
5. Application/Transfer
   - The students continue to utilize appropriate reference sources through activities and reports for a variety of subject areas.
6. Expand/Enrich
   - The students identify various kinds of information available in the newspaper.

GOAL VI	OBJECTIVE B	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Select and evaluate information.	Sharing information with others.

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Study and reference skills are utilized when preparing written, oral or visual reports.

   - Key concept - Information can be shared in many ways.

2. Student Preparation

   - Provide opportunities and instruction for students to give:

     A. Written reports

     B. Oral reports

     C. Reports without words.

        1. Prepare charts, graphs and other visuals
        2. Make models
        3. Make maps
        4. Dramatize the messages
        5. Prepare pictorial and photographic essays.

3. Instruction

   - Define the task giving specific instructions which set firm parameters for research and reporting ("Tell what you discovered about _____. You will have_____ minutes.")

   - Allow prepartion time.

   - Review importance of defining the purpose, selecting main points, choosing appropriate examples and fitting the material to the audience.

   - Give a structure that includes an appropriate organizational pattern.

   - Set up a nonthreatening climate.

   - Emphasize that the purpose is to focus on skills in clarifying, organizing and communicating.

   - Share information with the class about the research.

4. Practice

   Provide many opportunities for individual oral reports, group reports, group research reports, interviewing and reports on different viewpoints. Review the points emphasized in instruction.

5. Application/Transfer

Expressive skills and activities have an important place in the overall curriculum and will be used in discussion, speaking/listening, public speaking and class meetings. Apply the skills in science, social studies, math, industrial arts, home economics, as well as the language arts curriculum.

6. Expand/Enrich

Have the students work with several important forms of communication:

- Parliamentary procedure
- Graphics on the computer
- Formal debates
- Interviewing/Reporting
- Oral History.

Reference:

Thomas G. Devine. TEACHING STUDY SKILLS. (Boston: Allyn and Bacon, 1987), pp. 249-287.

GOAL VI	OBJECTIVE C	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material.	Test taking

Sample Lesson Strategy on One Aspect of Test Taking

1. Teacher Planning
   - Establish purpose - To acquaint students with how to use time wisely when taking a timed test
   - Key concept - Timing
   - Prerequisite skill - Knowledge of tests
2. Student Preparation
   - Discuss the function and organization of timed tests. Share with students why these tests are used.
3. Instruction
   - Do a question and answer session with students on the importance of timing in such things as baking cookies or the two minute warning in football. Compare with the importance of timing in test taking.
   - Show the students several timing devices and how they work, e.g. stopwatch, kitchen timer.
   - Share with them the importance of not spending too much time on each item.
4. Practice
   - Have the students take a sample subsection of a timed test.
   - When the time expires, discuss why they did or did not finish and the techiques they used when completing the test.
5. Application/Transfer
   - Remind the students of this lesson and its contents when getting ready to take district-wide timed tests.
6. Expand/Enrich
   - Students will use the skills in all timed-test situations.

GOAL VI	OBJECTIVE C	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material.	Self-questioning

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Apply study techniques when reading informational material.

   - Key concept - When reading, there are two sources of information: the text and the reader's background experience.

   - Prerequisite skills - Basic reading vocabulary
     Basic comprehension skills

2. Student Preparation

   - Set purpose - Point out that while reading there are two sources of information: the text and the reader's background experience. Students need to develop questions to help utilize these two sources of information.

   - Motivation - Duplicate a newspaper article about a sports event such as a basketball game. Write several questions on the board (some of the questions must be answered from background experience while others require reading the article). Before students read the article, have the students predict with hand signals or response cards the questions that they think can be answered from background experience or from the text.

     Example questions:

     Who won the game?
     What is a free throw?
     How many points in a field goal?
     Who was the high scorer?

3. Instruction

   - Have the students read the article. As a group, discuss the answers to the questions. For those questions that were answered from the text, have the students identify the specific information given in the text. For those questions answered only from background information, have students explain the reasons for their answers. Predictions about the source of information should be confirmed or rejected.

4. Practice

   - Guided practice - Using other short reading passages and related questions, students indicate with H (head) which questions can be answered from background information in their head and with a B (book) which questions can be answered from the book. Confirm or reject their predictions through a class discussion.

   - Independent practice - Follow the same procedure with additional reading passages.

5. Application/Transfer

   - Before reading a selected passage students will write their own questions that they think will be answered in the passage. After reading, the students indicate which questions were answered in the passage.

6. Expand/Enrich

   - Students develop a graphic representation such as a flow chart or semantic web of the self-questioning strategy.

Reference:

Doris M. Cook. A GUIDE TO CURRICULUM PLANNING IN READING. (Madison: Wisconsin Department of Education, 1986) pp. 106-107.

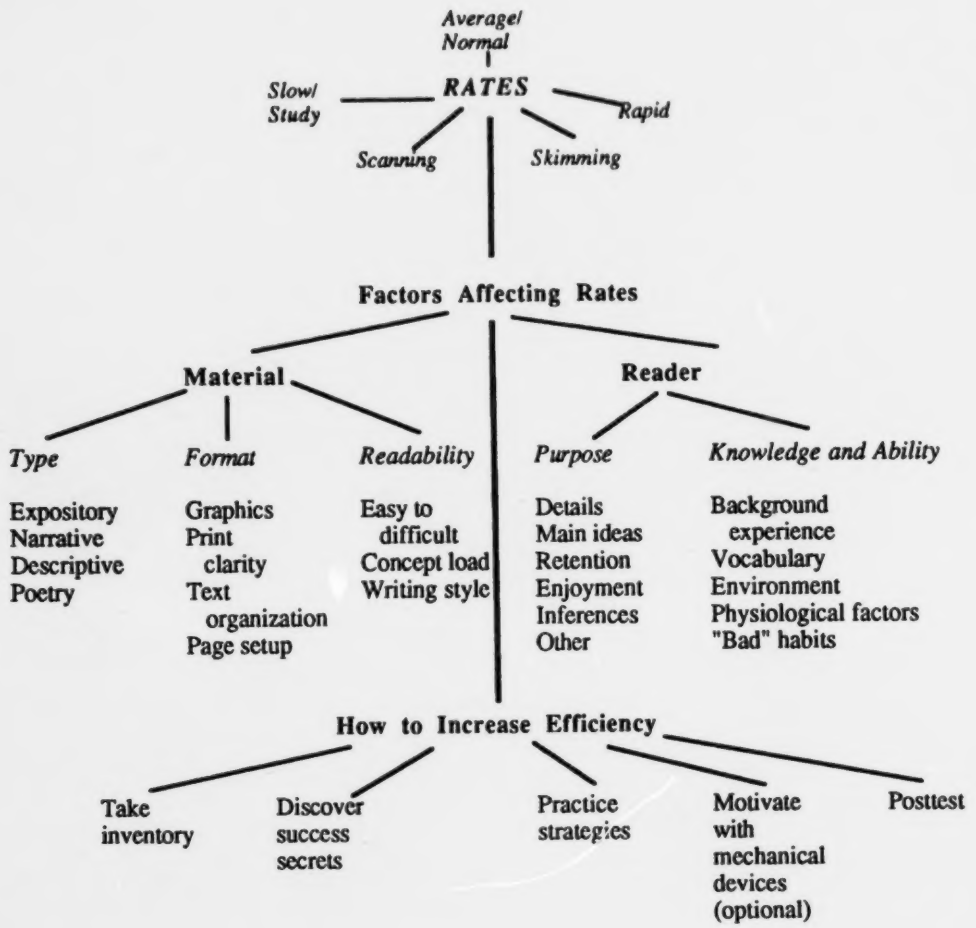
GOAL VI	OBJECTIVE C	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material	Flexibility of reading rates

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - To help students use varying rates in reading

   - Materials -



- Aware of the five types of rates:

slow/study	50 - 250
average/normal	50 - 350
rapid reading	350 - 800
skimming	800 - up
scanning	1,000 - up

- Key concepts - rate, flexibility

2. Student Preparation

   - Have students individually read a passage for a minute and have them determine how many words they read in that minute.

   - Discuss with the students the reasons for the different rates and the meaning and importance of varying rates.

3. Instruction

   - Share and discuss with students the reasons for how rapidly or slowly a person reads.

     - Two major factors controlling how rapidly or slowly a person reads are the material being read and the reader.

     - Reading material may be expository (textlike), narrative/descriptive, or poetical. Each of these types have a variety of readability levels depending on (1) the difficulty of the material, (2) sentence length and (3) vocabulary difficulty. Other factors affecting how rapidly material is learned include: (4) the author's writing style; (5) the use of graphics and their placement; (6) the clarity of the print in terms of size, style, density; (7) general organization of the material; and (8) the format of each page.

     - A major factor determining appropriate rate will depend on the reader's purpose for reading the material. If the need is to locate specific items, a scanning rate may be used; if the purpose is to pick up the main ideas, a skimming rate would be appropriate. Studying a chapter in a text for complete retention would usually require a slow, careful study rate; and someone reading poetry or a lyrical descriptive passage would use a slow rate. Recreational reading might take a rapid rate or a relaxed average rate. Readers must decide which rate is appropriate to their purpose with each set of materials.

   - Discuss with older students bad reading habits, e.g. pointing, moving the head, moving the lips and subvocalizing.

   - Teach students the following techniques to enhance rate and flexibility: read fast, read in thought units, skim, scan, and preview vocabulary.

4. Practice

   - Have the students individually read different timed and untimed passages to practice the techniques taught in instruction. Have the students share the results and begin to develop group data.

5. Expand/Enrich

   - Periodically remind students of the techniques taught and have them apply the techniques in actual reading situations.

Reference:

Marian J. Tonjes and Miles V. Zintz. TEACHING READING/THINKING/STUDY SKILLS IN CONTENT CLASSROOMS, 2nd ed., pp. 99-133. Copyright (c) 1987 by William C. Brown.

GOAL VI	OJECTIVE C	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material.	Outlining

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Outlining is a way of logically organizing or categorizing information.

   - Prerequisite skills - Summarizing, main ideas, supporting details, choosing a title or topic, logical ordering

   - Types of outlining:

      1. Mapping - graphic representation of the relationship of ideas in a passage which clearly reveals the major topics, main ideas and supporting details.

      2. Sentence outline

      3. Topical outline

2. Student Preparation

   - Verbalize the objective

   - Demonstrate application and need for outlines

   - Review prerequisite skills

3. Instruction

   - Provide students with a complete outline for part of their text chapter. Students compare the outline to the text, noting relationships. Encourage questions.

   - Next, the teacher demonstrates/models an outline over another chapter from the text by following the process step-by-step on an overhead projector - allowing students to see an outline develop. Encourage student input.

4. Practice

   - Guided practice:

      - Activity One

         Give students another outline that has only labels for major sections and the number of subtopics to be found. Have them fill in the missing points from their text while working in pairs or small groups.

      - Activity Two

         Supply students with a list of nonsequential main topics and subtopics to be organized onto an outline format. An additional suggested strategy would be to write main topics and subtopics on strips and manipulate the strips to form an outline.

- Activity Three

  Supply only the form of the outline indicating the number of topics and subtopics.

- Independent practice

  Students create an outline on their own. Put these on overhead transparencies and discuss the outlines.

5. Application/Transfer

   Students use outlines in their written reports.

6. Expand/Enrich

   Students use outlines when taking notes while listening to oral presentations.

Reference:

Marion J. Tonjes and Miles V. Zintz. TEACHING READING/THINKING/STUDY SKILLS IN CONTENT CLASSROOMS. 2nd. ed. (Dubuque, Iowa: Wm. C. Brown, 1981), pp. 222-225.

GOAL VI	OBJECTIVE C	SKILL
The student will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techinques when reading informational material.	Notetaking

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Apply study techniques when reading informational material.
   - Specific skill - Notetaking
   - Key concept - Using notetaking to better understand and remember what is read.
   - Prerequisite skills: Basic reading vocabulary
     Basic comprehension skills
     Summarizing skills

2. Student Preparation

   - Set purpose: Tell the students that in their lesson they will learn to take notes more effectively because notetaking is an effective strategy to increase learning and remembering.
   - Motivation: Using an informational text appropriate to the students' reading levels, ask the students to write notes that would help them remember the information. Have the students share notes and discuss difficulties they encountered.

3. Instruction

   Because the type of notes taken depends on the type of information that is being recalled, instruction should be broken down to teach strategies appropriate for each purpose. For example, purposes of notetaking include: discovering main ideas, remembering facts, recalling sequence and vocabulary development.

   Model the following process for summarizing information:

   - Provide an easy to read passage.
   - Show students how to delete trivial material while verbalizing the reasoning for doing so.
   - Model the reasoning involved in summarizing the passage such as grouping actions, items or ideas under broad categories.
   - Provide direct instruction about where and when to use this strategy.

4. Practice

   - Guided practice - Follow the above model using other easy materials. Shift the responsibility for making the summarizing decisions to the student. Provide feedback about the reader's effectiveness in notetaking.
   - Independent practice - Continue this procedure with other easy passages individually or in small groups.

5. Application/Transfer

   - Apply the above notetaking strategy in the content areas.

6. Expand/Enrich

   - Have students construct visual representations to illustrate the information obtained from their notes. Examples of visual representations include graphs, charts, semantic webs and flow charts.

Reference:

Doris M. Cook. A GUIDE TO CURRICULUM PLANNING IN READING. (Madison: Wisconsin Department of Education, 1986) p. 158.

GOAL VII	OBJECTIVE A
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Develop oral language to facilitate writing.

INSTRUCTIONAL STRATEGY

1. Teacher Planning
   - Establish purpose - Develop oral language to facilitate writing.
   - Specific skill - Background experience for writing
   - Key concepts - Specific words are labels for objects and actions.
   - Prerequisite skills - Basic oral language
2. Student Preparation
   - Set purpose - We are going to learn the names of some different kinds of fruit.
   - Motivation - Display an unusual fruit such as kiwi and allow the students to explore it by touching, looking, smelling and tasting. Tell them its name, where it comes from, how it grows and whatever additional information that can be provided. Show them the written form of the name.
3. Instruction
   - Display other fruit and explore them in similar ways. Show the written form of the name of each fruit.
4. Practice
   - Guided practice - Review the names of the fruit and match the written form of the name to the fruit.
   - Independent practice - Using a matching game, match names of the fruit to pictures of the fruit.
5. Application/Transfer
   - Visit a fruit farm or grocery store, identify the fruit and try to locate the name and cost of each fruit.
6. Expand/Enrich
   - Use fruit to make print pictures and try to identify the fruit from its shape.
   - Construct a graphic organizer to classify fruit into categories such as fruit that grow on trees, vines and bushes.

GOAL VII	OBJECTIVE B	SKILL
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Understand that oral language can be written and once written can be read.	Background experience for writing Dictate stories

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Understand that oral language can be written and once written can be read.
   - Specific skill - Dictating stories
   - Key concept - Oral language can be written and once written can be read.
   - Prerequisite skills - Basic oral vocabulary

2. Student Preparation

   - Motivation - Use a shared experience such as a field trip (farm, circus, library, museum) or reading a book to develop a common background experience.
   - Set purpose - After the field trip, the teacher suggests to the students that a written record of the field trip will help them remember what they saw.

3. Instruction

   - Have the students participate in a group language experience activity.

   Use a large chart, heavy writing instrument and form of writing common to the age level of the group.

   Use the language of the students and do not attempt to alter their language.

   Make sure the students see the words as they are being written.

   Try to adhere to one important event and follow a sequence of events.

   Point out conventions of print such as left-right progression, capitalization and punctuation.

   After the story has been written, the children and teacher read it aloud.

4. Practice

   - Guided practice

   Have individual students take turns rereading the story.

   Students identify specific words in the story.

   Students read a specific sentence to answer a question.

- Independent practice

  - Type the story and cut the sentences into sentence strips. Students arrange the sentence strips to form the original story. In addition, students can cut the words apart and reassemble the sentences.

  - Students write individual stories based on common experiences. These stories may be illustrated and bound into books.

6. Expand/Enrich

   - Find and circle the vocabulary words used in the language experience story in other reading material.
   - Students can also dramatize the story.

References:

Eldon E. Ekwall and James L. Shanker. DIAGNOSIS AND REMEDIATION OF THE DISABLED READER. 2nd. ed. (Boston: Allyn and Bacon, 1983), pp. 102-105.

Roach Van Allen. I ANGUAGE EXPERIENCES IN COMMUNICATION. (Boston: Houghton Mifflin Company, 1976).

GOAL VII	OBJECTIVE C	SKILL
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Use writing specifically as an aid to improve reading.	Understand various writing styles

INSTRUCTIONAL STRATEGY

1. Teacher Planning

   - Establish purpose - Use writing specifically as an aid to improve reading.
   - Specific skill - Understand various writing styles: poetry and diamante.
   - Key concept - Poetry is one form of written expression.
   - Prerequisite skills - Basic reading/writing vocabulary
     Basic understanding of opposites and descriptive words

2. Student Preparation

   - Set purpose - Today we are going to learn a fun way to write poetry. It is called a diamante.
   - Motivation - Show the students an example of a diamante.

Human
brave, curious
questioning, learning, understanding
scientist, astronaut, creature, being
visiting, exploring, traveling
strange, unusual
alien

3. Instruction

Look at the diamante and discuss the pattern.

FIRST LINE: a noun word that names an object or thought

SECOND LINE: two adjectives that describe the first noun

THIRD LINE: three participles (-ing or -ed) that are associated with the first noun

FOURTH LINE: four nouns - two referring to the noun in line one, two to the noun in line seven

FIFTH LINE: three participles that are associated with the noun given in line seven

SIXTH LINE: two adjectives that describe the line seven noun

SEVENTH LINE: a noun word that names an object or thought that is the opposite of the one given in the first line

If necessary, review nouns, adjectives, participles and opposites. Brainstorm some pairs of opposite words.

4. Practice

- Guided practice - As a group, compose a diamante.

- Independent practice - Individuals and small groups compose additional diamantes.

5. Application/Transfer

- Individuals share the diamantes they have written orally in pairs, small groups, or with the entire class. Diamantes can be displayed on posters or in booklet form.

6. Expand/Enrich

- Diamantes may be illustrated. They lend themselves well to choral reading and dramatization.

Reference:

Based on Dorothy Grant Hennings: COMMUNICATION IN ACTION: TEACHING THE LANGUAGE ARTS, 3rd ed., pp. 196-197, 349-351. Copyright (c) 1986 by Houghton Mifflin Company.

Section Two

Instructional Strategies for Reading Instruction in the Content Areas

Introduction

The purpose of this section is to present reading strategies to enhance instruction in the content areas. There is general agreement among reading educators, based on research and classroom practice, that a "guided reading" lesson will improve student achievement in content subjects. In practice content area reading serves a two - fold purpose:

1. To attain maximum understanding and achievement in the content areas; and,

2. To expand and further develop the reading ability of students through the content area subjects.

Section two is divided into two parts. The first part contains an outline of the structured lesson suggested for use when planning and implementing a content area lesson. The second part focuses on instructional strategies for use in the prereading, during reading and after reading stages of "guided reading". The strategies are presented in a hierarchy from the simple to the more complex.

The importance of the three stages of "guided reading" to reading for understanding and achievement cannot be overemphasized and, therefore, should be consistently included in the teaching/learning process. Some strategies may be used independently "as is", but also may be used as an integral phase or component of more complex strategies.

An essential component found in most of the strategies in the document is modeling by the teacher. In some of the more complex strategies, modeling will need to be done repeatedly before students become proficient enough to become the 'teacher' in small groups. The expectation is that students will internalize the strategy and use it as part of their own personal knowledge in dealing with content reading away from the formal process in the classroom.

Before reading activities include numerous ways for preparing students to read printed material in the content subjects. The strategies recommended for before reading provide a frame of reference to use when reading. In this first stage students are guided to think about what they already know about a topic or idea. Further, they are guided to realize that there is more to be learned about the topic. Actually, before reading activities bridge the gap between what is known and what is to be learned. The types of activities teachers do in the before reading steps are intended to motivate, build background knowledge, expand concepts, build anticipation, set purposes, suggest reading/study methods and preteach key vocabulary.

The activities that take place during reading will assist the students in understanding the text or material related to the topic. Vaughan and Estes (1986) stated that "If you read to understand, you probably will remember if you read to remember, you probably will forget. Understanding leads to remembering." The strategies in this step assist students in understanding the materials. Students are expected to make associations between what they already know and what they are learning.

The after reading step leads students to think about what they have learned in the lesson. These activities follow the completion of the reading assignment and provide opportunities to summarize, to evaluate and to recall key concepts. These activities provide opportunities for students and teachers to bring closure to a reading experience.

Teachers are encouraged to select strategies to use in the before reading, during reading and after reading steps of a content area lesson. The Kansas Reading Curriculum Committee welcomes any comments educators have regarding the strategies included in this section.

Part I. Lesson Outline

An outline of a "guided reading" lesson is presented for use in facilitating reading in the content areas. The outline identifies activities to be followed before reading the selection; during reading of the selection; and after reading the selection. It goes one additional step beyond information usually contained within a structured lesson format by identifying the types of responses the content area teacher can expect of students.

Teacher procedures:

I. Before reading the material

- A. build the student's awareness of his/her existing knowledge.
- B. develop background information for lessons.
- C. preview lesson to be assigned and establish purposes for reading.
- D. preteach new vocabulary words.

II. During reading of the selection

- A. direct silent reading of the lesson.
- B. guide discussion of the material.
- C. check comprehension and discuss the selection.

III. After reading the lesson

- A. provide other oral reading activities.
- B. provide for follow-up activities.

Suggested Guidelines for Guided Reading:

I. Before Reading

Teacher Responsibility	Student Responsibility
A. Establish background information. 1. Develop student awareness of their knowledge of the concept. 2. Relate the lesson to the students' experiences. 3. Review related lesson information. 4. Use activities to build vicarious experiences (film, TV program, pictures).	A. Share personal experience and information about the lesson.

B. Guide the setting of purposes for reading. Suggested activities are:

1. modeling selected strategy
2. discussing titles and subtitles
3. previewing graphic aids
4. eliciting prediction
5. discussing purposes for reading.

B. Relate known information about lesson, participate in preview activities, suggest questions to be answered in lesson.

C. Preteach new vocabulary.

C. Read words in context.

D. Make clear, concise assignment of lesson.

D. Proceed as directed.

II. During Reading

Teacher Responsibility	Student Responsibility
A. Allow time for silent reading of lesson.	A. Read assignment to satisfy purpose(s).
B. Guide discussion based on student predictions, purpose questions and extend to critical thinking.	B. Answer purpose questions and extend thinking.
1. use open-ended questions requiring thinking 2. emphasize relationships between what has been read and other situations	1. raise other questions about lesson 2. assimilate new information into knowledge base
C. Develop comprehension skills and concepts, deal with misconceptions, check understandings.	C. Extend knowledge, enter into group discussions, become involved in the learning process.
Examples are: 1. class discussions 2. small group interaction 3. teacher-prepared quizzes.	

III. After Reading

Teacher Responsibility	Student Responsibility
A. Plan follow-up activities. Suggested activities are: 1. summarizing 2. constructing a graphic post-organizer of main concepts 3. determining the section containing the answers to purpose questions 4. identifying the main idea sentence in paragraphs 5. noting specific details in a passage.	A. Participate in oral and written activities (suggested in 1-5)
B. Assign extension and enrichment activities. These might include: 1. relating information to present-day situations 2. assigning outside projects 3. using drama or art work.	B. Participate as directed in assigned projects. React and assimilate any new understanding to students' current knowledge base.

Part II. Teaching Strategies

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A. Before reading

1. Visual Reading Guide
2. Survey Technique
3. Brainstorming
4. Categorical Overview*
5. Scavenger Hunt
6. Structured Overview
7. Prereading Plan
8. Webbing

B. During reading

1. Paired Reading
2. Paired Questioning
3. Radio Reading
4. Guided Reading Procedure
5. Question - Answer Relationship
6. ReQuest (Reciprocal Questioning)

C. After reading

1. Flip-A-Coin
2. Paired Summarizing
3. Graphic Post-organizer
4. Cinquains
5. Progressive Cinquains

*appropriate for all three categories within the "Directed Reading Lesson" (DRL)

A. Before Reading

Strategy A.1
Visual Reading Guide

GOAL V	OBJECTIVE C	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading	Utilize text structure when reading

GOAL VI	OBJECTIVE B
The students will be able to systematically locate, organize and utilize information in a functional manner.	Select and evaluate information

1. The teacher identifies visuals which depict major concepts to be encountered in reading.
2. Students then analyze each visual to form a main idea statement and cite supporting evidence for their statements.
3. Through questioning and discussion, students are led to a consensus as to what information is portrayed by the visual.
4. The Visual Reading Guide uses the visuals (tables, graphs, charts, pictures) contained in a text chapter as a previewing device for students.
5. By proceeding through appropriately designated visuals, students, with teacher aide, should be able to learn what to expect in a passage and become prepared to learn the important concepts.

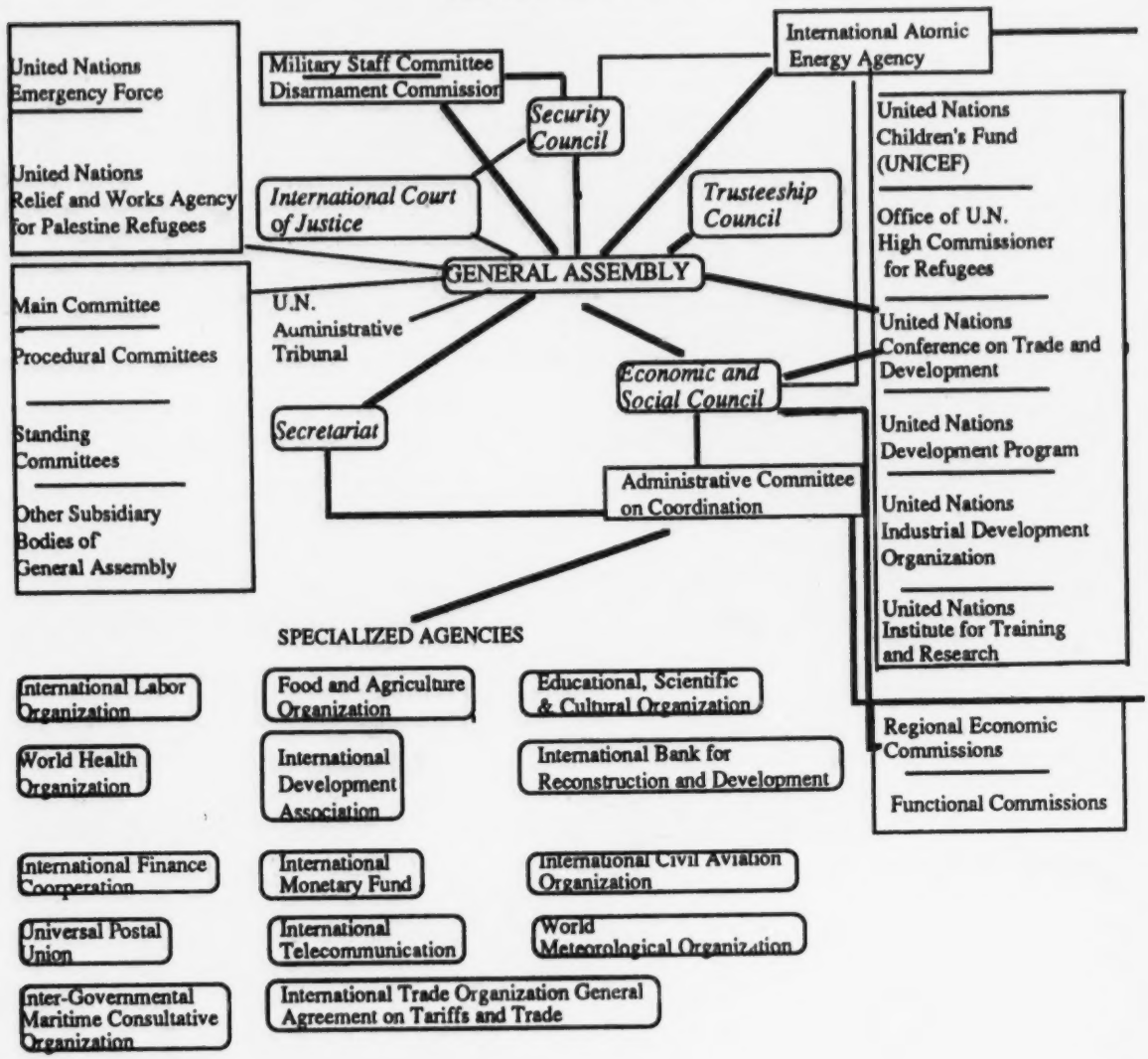
Reference:

Based on David W. Moore, John E. Readence and Robert J. Rickelman: PREREADING ACTIVITIES FOR CONTENT AREA READING AND LEARNING, p. 55. Copyright (c) 1982 by International Reading Association. Reprinted with permission of David W. Moore and the International Reading Association.

EXAMPLE

1. "The purpose of our lesson today is to gain a greater understanding of the United Nations. One of the easiest ways to understand this system is to carefully analyze the diagram titled *The United Nations.* After examining the diagram, I would like for you to be able to briefly state the heirarchy of the United Nations with brief details of the purpose for each section."

THE UNITED NATIONS



2. Student responses.

3. As a class, the students identify the heirarchy of the United Nations and details pertaining to the five sections.

4. The teacher, after the heirarchy has been identified, can lead students to see the relationship between sections by asking students to complete incomplete sentences based on the diagram.

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Example questions:

- The International Court of Justice is responsible to the General Assembly and the _____.
- The World Health Organization is responsible to the Administrative Committee on Coordination and the Economic and _____ _____.
- There are _____ specialized agencies.
- The United Nations Relief and Works Agency for Palenstine Refugees is responsible to the _____.
- The Trusteeship Council is only responsible to the _____.
- The abbreviation for the United Nations Children's Fund is _____.
- The Disarmament Commission is responsible to the General Assembly and to the _____.
- The United Nations Conference on Trade and Development is responsible to the General Assembly and to the _____.

Reference:

Based on Kenneth T. Graham and H. Alan Robinson: STUDY SKILLS HANDBOOK: A GUIDE FOR ALL TEACHERS, pp. 35-36. Copyright (c) 1986 by International Reading Association.

A. Before Reading

Strategy A.2
Survey Technique

GOAL V	OBJECTIVE C	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading.	Utilize text structure when reading.

The Survey Technique (Aukerman, 1972) guides students in systematically analyzing the graphic aids in a text reading assignment to formulate purposes for reading. The strategy consists of the following six steps:

1. Analyzing the chapter title: Students analyze the chapter title to determine what might be included.

2. Analyzing the subtitles: Students skim through the chapter to locate and read any subtitles. The class devises a question to be answered by reading that subsection.

3. Analyzing the visual aids: Students interpret graphs, maps and/or charts for the gist of the information.

4. Reading the introductory paragraph

5. Reading the concluding paragraph

   Steps 4 and 5: Students are asked to silently read the introductory and concluding paragraphs. These paragraphs provide readers with some general ideas about the chapter.

   After completing steps 1-5, the students should have a good idea of what the chapter is about.

   - A brief discussion following their review is recommended.
   - The students should read the questions at the end of the chapter.
   - The class should list ideas to be discussed in the chapter.

6. Deriving the main idea: After listing ideas to be discussed, the students should develop a main statement about the overall theme of the chapter.

NOTE: This strategy is <u>essential</u> for any content area text which is organized into chapter format.

Reference:

Based on David W. Moore, John E. Readence and Robert J. Rickelman: PREREADING ACTIVITIES FOR CONTENT AREA READING AND LEARNING, pp. 23-24. Copyright (c) 1982 by International Reading Association. Reprinted with permission of David W. Moore and the International Reading Association.

A. Before Reading

Strategy A.3
Brainstorming

GOAL V	OBJECTIVE B	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply higher level reading/thinking skills when necessary	
	OBJECTIVE C	
	Apply metacognition when reading	Set a purpose for reading
	Use prior knowledge	

Brainstorming helps students generate ideas which can be used to "think about" the upcoming reading material. The strategy draws on higher level thinking skills. Brainstorming involves two key steps:

1. Identifying a broad concept that reflects the main topic of the reading selection.
2. Having students work in small groups to generate a list of words related to the concept in x seconds.

Follow-up activities:

1. Have the students in small groups arrange their list into subcategories. They must be prepared to identify the subcategories and the logic behind each group.
2. After comparing and discussing the word lists, have students make predictions about the content to be studied.

Example questions:

1. Given the list of words and subcategories that you have developed, what do you think the reading assignment will be about?

2. How does the title of the selection relate to your subcategories?

EXAMPLE

1. The students, working in small groups, list in two minutes as many words as possible related to the Civil War.

2. Share the lists of Civil War words.

3. The teacher then creates a master list on the board from the lists.

4. Write three categories on the board - North, South, Both (the students may suggest the categorical headings) and ask the groups to classify the words in the master list.

Example lists:

North	South	Both
blue	gray	soldiers
Lincoln	farms	armies
Grant	Rebel	guns
factories	Booth	cannons
Yankee	Slavery	Gettysburg Address
Ford Theater		roots
We won		death
		horses
		assassination

5. Students raise questions about the Civil War that they want to have answered through reading and class discussion.

Reference:

Based on Richard T. Vacca and Jo Anne L. Vacca: CONTENT AREA READING, 2nd ed., pp. 120-121. Copyright (c) 1986 by Richard T. Vacca and Jo Anne L. Vacca. Reprinted by permission of Scott, Foresman and Company.

A. Before Reading

Strategy A.4
Categorical Overview

GOAL V	OBJECTIVE B	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply higher level reading/thinking skills when necessary	
	OBJECTIVE C	
	Apply metacognition when reading	Set a purpose for reading Use prior knowledge

GOAL IV	OBJECTIVE E
The students will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Expand personal and content vocabularies

Categorical Overview is a four-step process involving brainstorming, categorizing, reading, and revising. The purpose of this activity is to involve students in the construction of a framework for understanding what they read.

A. Brainstorming - The brainstorming session begins with the teacher either telling the students the topic or letting the students read just far enough to identify the topic.

- The students share whatever bits of information, feelings or inclinations they have about the topic. The method of sharing can vary by having the whole class participating at once, groups of students working together and then sharing with the class, or students working independently.

- The teacher records the oral responses on the chalkboard. The responses recorded may not all be accurate.

Example List: "Crocodiles"

alligators
fish-eating
vicious
sharp teeth
long mouth
green
reptile
long tail
"gator traps"
dangerous tail
rough skin
slimy
live long time
swamp
see in zoo
Florida
marshlands
Louisiana
hinged jaw
water
Africa
belts
handbags
big eyes
amphibians
bogs

lizards
smile
crocodile tears
shoes
4 legs
lay eggs
man-eating
Captain Cook
Stay in water
a long time

B. Categorizing - In this step the organization of prior understanding provides a framework for new understandings. The students should identify categories for the information generated during the brainstorming activities and determine how the information is related to key concepts.

- Question - "Do some of these ideas seem to go together or relate to a more general idea?"

- Place the categorical labels across the top of the chalkboard or an overhead transparency. Write the features under each label, but let the students make the decisions about matching the words to the appropriate label.

Example: Categorical Overview

Geography

Florida
Africa
Louisiana
zoos
swamp
bog
marshland
water

Behavior

lays eggs
reptilian
smiles
amphibian
hinged jaw
fish-eating
man-eating
stays in water
a long time
lives a long time

Physical Appearance

vicious
sharp teeth
long tail
dangerous tail
slimy
crocodile tears
big eyes
alligators
long mouth
4 legs
rough skin
green
lizards

Uses

belts
handbag
shoes
"gator" traps

Miscellaneous

Captain Hook

C. Reading - Discuss the categories of words. Have the students read the selection.

D. Revising - After reading, look at the categorical overview to see what possible additions, deletions or corrections the text has suggested to the readers. If questions remain, mark each one with a "?".

Reference:

Based on Jospeh L. Vaughan and Thomas H. Estes: READING AND REASONING BEYOND THE PRIMARY GRADES, pp. 128-131. Copyright (c) 1986 by Allyn and Bacon, Inc. Reprinted with permission. This material may not be reproduced, in whole or in part, by any party, without the express written permission of the publisher, Allyn and Bacon, Inc.

A. Before Reading

Strategy A.5
Scavenger Hunt

GOAL IV	OBJECTIVE E
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Use language effectively when reading difficult types and levels of material

GOAL V	OBJECTIVE C	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading Use prior knowledge	Set a purpose for reading

This strategy is best used with students who have little background knowledge about a subject. The scavenger hunt exposes students to vocabulary related to the subject and helps them build appropriate experiences with unfamiliar concepts before the study of the unit. The guidelines for a scavenger hunt are as follows:

1. A few days before a new unit begins, announce the unit topic to the class and tell them some of the key vocabulary and concepts they will encounter. (For example: Celsius, cirrus clouds, barometer)

2. Divide the class into teams and have each team select a captain.

3. Give each team an identical list of terms. Allow a limited number of days to gather all the information they can about each term. The students should provide information from varied sources, such as pictures, photographs, written descriptions, tape recordings (if sounds aid in describing the term) or the object itself.

4. The team captain will divide the terms and give each team member specific terms on which to concentrate. The information discovered is kept secret from the other teams.

5. Each team shares what they found in their scavenger hunt. Class members are exposed to varied informational sources as it is unlikely that any two teams will have identical data.

6. The teacher can devise ways to award points and credit for participation or successful completion of assigned tasks.

Reference:

Based on Joseph L. Vaughan and Thomas H. Estes: READING AND REASONING BEYOND THE PRIMARY GRADES, pp. 120-121. Copyright (c) 1986 by Allyn and Bacon. Reprinted with permission.

Strategy A.6
Structured Overview

GOAL IV	OBJECTIVE B	SKILL
The students will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Recognize and use word meanings OBJECTIVE E Expand personal and content vocabularies	

GOAL V	OBJECTIVE C
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading

The structured overview is a process that uses content vocabulary to help students anticipate concepts and their relationship to one another in the content. The concepts are displayed by arranging technical terms relevant to the important concepts. The following steps (Baron, 1969) are recommended for developing the structured overview and introducing the vocabulary diagram:

1. Analyze the vocabulary of the learning task and list all the words that you feel are important for the students to understand.

2. Arrange the list of words until you have a scheme which shows the interrelationships among the concepts particular to the learning task.

3. Add to the scheme vocabulary terms which you believe the students understand in order to show relationships between the learning task and the discipline as a whole.

4. Evaluate the overview. Have you clearly shown major relationships? Can the overview be simplified and still effectively communicate the idea you consider to be crucial?

5. Introduce the students to the learning task by showing them the scheme and telling them why the terms are arranged in a certain way. Encourage them to contribute as much information as possible to the discussion of the overview.

6. As you complete the learning task, relate new information to the overview where it seems appropriate.

EXAMPLE

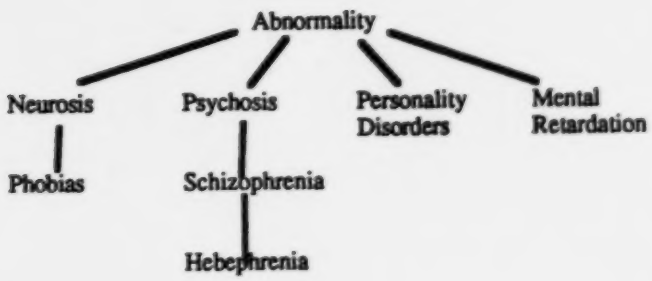
Psychology lesson:

1. Analyze the vocabulary and list the important words.

hebephrenia	neurosis	personality disorders
psychosis	schizophrenia	catatonia
abnormality	mental retardation	
phobias		

2. Arrange the list of words. Choose the word that represents the most inclusive concept (abnormality). Then choose the words to list under this word (neurosis, psychosis, personality disorders, mental retardation) and coordinate them with one another. Then choose the terms subordinate to these words (phobias, schizophrenia, hebephrenia).

   Example diagram:

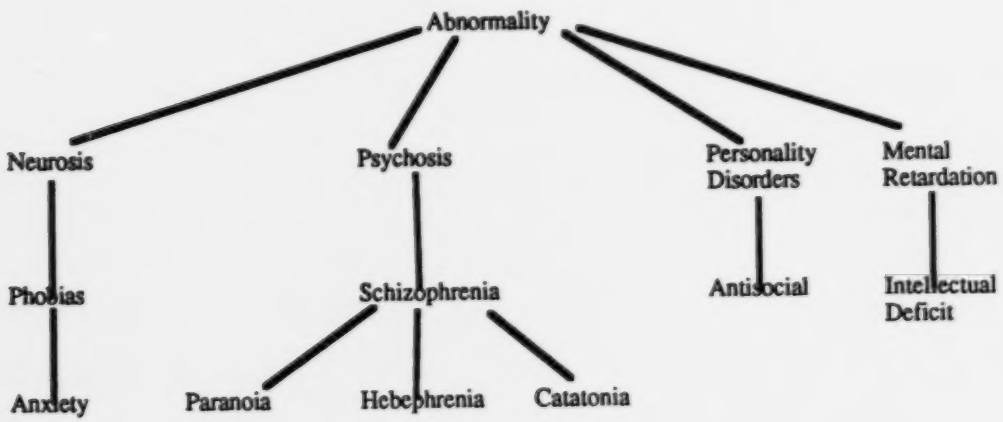


3. Add to the scheme vocabulary terms which you believe the students understand. Determine where to place these words on the diagram.

   Example terms: antisocial, anxiety, intellectual deficit, depression, paranoia

4. Evaluate the overview.

   Example overview with added vocabulary terms:



5. Introduce the students to the learning task.

   As you present the vocabulary relationships, create as much discussion as possible. Draw upon the students' understanding and experiences with the concepts the vocabulary terms label. For example, if students are familiar with James Thurber's short story "The Secret Life of Walter Mitty", they will be able to bring understanding to the meaning of hebephrenia. The structured overview allows students to recognize a comparison-contrast pattern of the four types of abnormality explained in the text. Students are able to visualize the pattern prior to reading.

6. As you complete the learning task, relate new information to the overview. The overview becomes a study guide that can be referred to throughout the discussion of the material. Students should be encouraged to add information as they develop the concepts fully.

Reference:

Based on Richard T. Vacca and Jo Anne L. Vacca: CONTENT AREA READING, 2nd ed., pp. 111-120.
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A. Before Reading

Strategy A.7
Prereading Plan (PReP)

GOAL IV	OBJECTIVE D	SKILL
The students will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Use context clues, syntax and semantics to increase vocabulary	
	OBJECTIVE E	
	Expand personal and content vocabularies through reading	

GOAL V	OBJECTIVE C	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading	Use prior knowledge Set a purpose for reading

PReP may be used diagnostically to estimate levels of background knowledge that students bring to text assignments. PReP serves as an assessment/instructional activity which leads to group discussion and understanding of key topics. The teacher should analyze the text to determine key words related to major concepts in the selection. *Langer (1981) outlined the following plan:

Step 1. Initial association with the concepts

The teacher says, "Write what comes to mind when you hear....(give the name of the concept)?" The teacher records the responses on the board as the students share what they wrote down.

Step 2. Reflections on initial associations

Students are asked to reflect on their responses by answering questions such as, "What made you think of ..(name one of the responses given in Step 1)?" This step helps students become aware of the relationships found in the initial responses.

Step 3. Reformulation of knowledge

The teacher says, "Based on the discussion, do you have any new ideas about....(give the name of the concept)?" This step helps students to verbalize the associations formulated through the class discussion.

Through a PReP assessment the teacher gains information about the students' background knowledge related to key concepts. The teacher is able to adjust or focus instruction more effectively.

Reference:

Based on Richard T. Vacca and Jo Anne L. Vacca: CONTENT AREA READING, 2nd ed., pp. 74-75. Copyright (c) 1986 by Richard T. Vacca and Jo Anne L. Vacca. Reprinted by permission of Scott, Foresman and Company.

*Based on Judith A. Langer, "From Theory to Practice: A Prereading Plan." JOURNAL OF READING. International Reading Assoication. (November 1981) p. 154.

Strategy A.8
Webbing

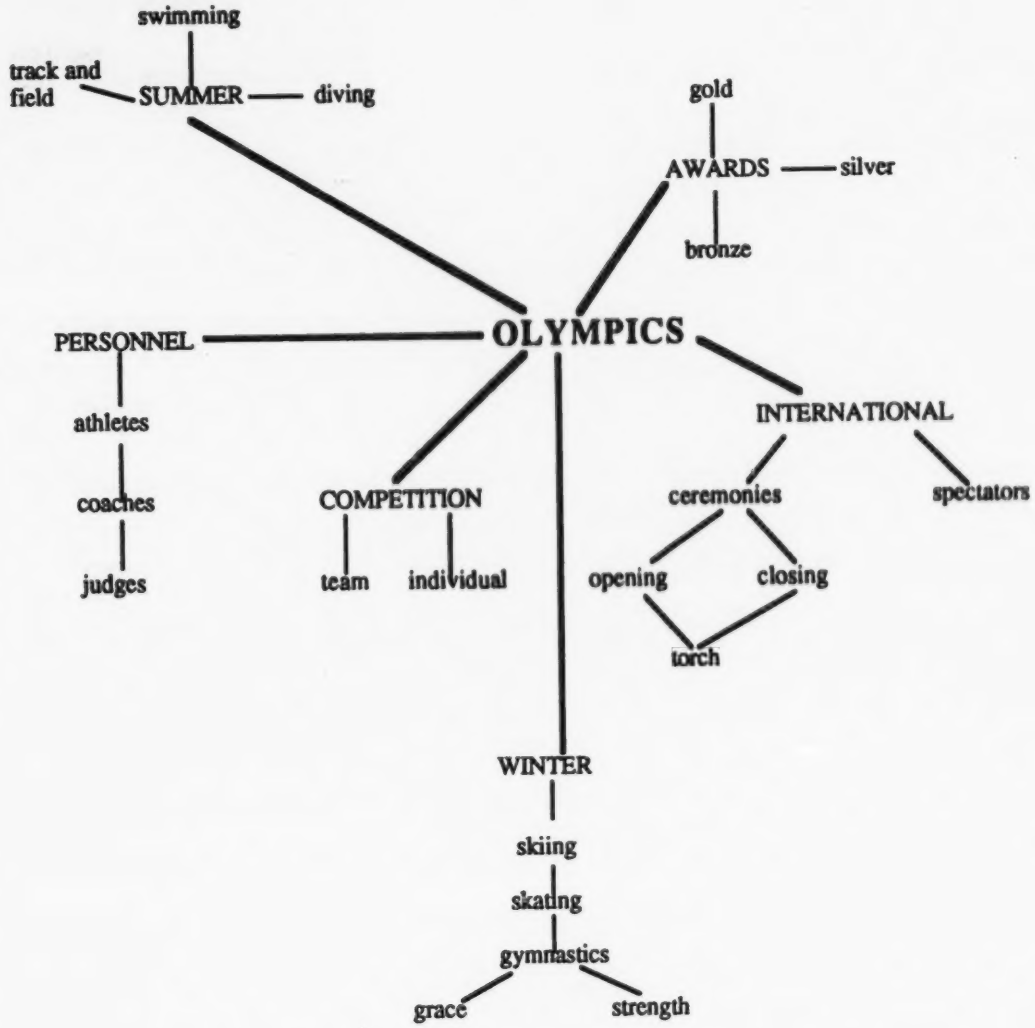
Goal IV	Objective E
The students will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Expand personal and content vocabularies

Webbing is used to help students place words into appropriate categories and graphically show relationship. The process will assist the students in expanding and enriching vocabulary and also activate prior knowledge.

The following steps may be used when developing a web:

1. Select a key concept word from the selection to be read.
2. Write the concept word on the chalkboard or overhead transparency.
3. Ask students to list words on a sheet of paper that come to mind when they hear the concept word.
4. Give the students at least one minute to record their responses.
5. Ask students to share their responses. As each word is presented have each student saying the word also define the word. Ask the students how the word is related to the concept word. If the students see a relationship between the concept word and the new word, record the word on the board or overhead transparency and connect with a line.
6. Continue to add words until the students have shared the words they have recorded or until the web is widely expanded. A partially completed web might appear as shown in the following example.

Example: Semantic Web



B. During Reading

Strategy B.1
Reciprocal Questioning (REQUEST)

GOAL	OBJECTIVE
I. The students will acquire the level of readiness necessary for reading.	D. Become familiar with the textbook
II. The students will develop the language background necessary for communication.	A. Develop listening abilities to facilitate reading
V. Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	A. Apply different levels of comprehension when reading
VI. The student will be able to systematically locate, organize and utilize information in a functional manner.	C. Apply study techniques when reading informational material
VIII. Students will be able to comprehend materials used in the content areas of the school's curriculum.	B. Apply specialized reading skills to aid in comprehending content area materials.

ReQuest encourages students to ask their own questions about the content material under study. The strategy was originally devised as a remedial procedure involving the student and the teacher, but can be adapted easily to any classroom setting to set the scene for students as they embark into new learning areas.

ReQuest Steps:

1. Both the student and the teacher silently read a common selection from the text. If the student is low in comprehension, the selection should be read one sentence at a time. Text passages of varying length are suitable in applications to a classroom. For example, the teacher and students may begin by reading a paragraph or two.

2. The teacher closes the book and is questioned about the passage by the students.

3. Next there is an exchange of roles. The teacher now orally questions the students about the material.

4. Upon completion of the student-teacher exchange, the next segment of text is read. Steps 2 and 3 are repeated.

5. When students have processed enough information to make predictions about the rest of the selection, the exchange of questions stops. The teacher then asks directed reading type questions: "What do you think the rest of the assignment is about?" "Why do you think so?"

6. Students are then assigned the remaining portion of the selection to read silently.

7. The teacher facilitates follow-up discussion of the material.

The teacher's role during ReQuest is to provide a model for students. This is an excellent approach to complex reading that will be examined for student understanding of such elements as theme, style, irony, etc. Students need to be encouraged to ask questions that will stimulate interpretive or applied levels of thinking. This method allows the teacher to guide the students through the story insuring that they understand short story elements, while at the same time stimulating student questioning skills and comprehension.

NOTE: Appropriate for use when the material is difficult or when used with students for whom reading is difficult.

Reference:

Based on Richard T. Vacca and Jo Anne L. Vacca: CONTENT AREA READING, 2nd ed., pp. 166-167.
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B. During Reading

Strategy B.2
Ouestion-Answer Relationship (QAR)

GOAL I	OBJECTIVE D
The students will acquire the level of readiness necessary for reading.	Become familiar with the textbook
GOAL II	OBJECTIVE A
The students will develop the language background necessary for communication.	Develop listening abilities to facilitate reading
GOAL V	OBJECTIVE A
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply different levels of comprehension when reading
	OBJECTIVE B
	Apply higher level reading/thinking skills when reading
	OBJECTIVE C
	Apply metacognition when reading
GOAL VI	OBJECTIVE C
The students will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material

The Question-Answer Relationship (QAR) strategy enhances the students' ability to answer comprehension questions. The strategy teaches students (1) the three-way relationship that exists among question-text-readers' knowledge and (2) three specific learning strategies to find information needed to answer questions.

Raphael (1982, 1984) suggested the following steps:

1. Introduce the concepts of QARs by showing students a chart containing a description of the three basic question-answer relationships found in Content Area Reading by Richard T. Vacca and Jo Anne L. Vacca (1986). The chart is included on page 95.

2. First training session: Assign students three short passages from the textbook. Follow each reading with one question from each QAR strategy to show students the difference in the three kinds of questions. Then discuss the differences between a "Right There" question and answer, a "Think and Search" question and answer, and an "On Your Own" question and answer. Reinforce the discussion by assigning several more short text passages and asking a question for each category for student practice.

3. Second training session: Practice with short passages with one question for each QAR category per passage.

   Process: Give students a passage to read with questions and answers and identified QARs.

   Question: "Why do the questions and answers represent one QAR and not another?" This will reinforce that students actually understand the difference in the three questioning techniques.

   Give students a passage with questions and answers; this time they have to identify the QAR for each.

   Give students passages, decide together which strategy to use, and have them write their responses.

4. Third training session:

   Review briefly the QAR process to refresh the questioning skills of students.

   Assign a longer passage (75-200 words) with up to five questions (at least one each from the three QAR categories).

   A. Have students work in groups to decide the QAR category for each question and the answers for each.

   B. Assign a second passage with five questions for students to work on individually.

   C. Discuss responses either in small groups or with the whole class.

5. Apply the QAR strategy to content area assignments. For each question, students decide on the appropriate QAR strategy and write out their own answers.

   After students are able to apply the strategy, variations can be made in QAR.

   Variation 1: Have students generate two questions for each category. They write down the answers to the questions, but leave one question unanswered from the Think and Search category and one from the On Your Own category. During the discussion students volunteer to ask their unanswered questions. The class should identify QAR category before answering the question.

   Variation 2: Preface a question by saying, "This question is right there in the text." Or, "You'll have to think and search the text to answer." Or, "You're on your own with this one." Allow think time or "wait time" for Think and Search and On Your Own questions.

Where Are Answers To Questions Found?

In the Text:

Right There!

The answer is in the text. The words used in the question and words used for the answer can usually be found in the same sentence.

Or

Think and Search!

The answer is in the text but the words used in the question and those used for an answer would not be in the same sentence. You need to think a lot about the sentences before you can answer the question.

Or

On Your Own

The text got you thinking, but the answer is inside your head. So think about it and use what you know already to answer the qur .tions.

What is nationalism?

__ Right There
__ Think and Search
__ On My Own

Answer:_____

This technique assists students in moving through the critical thinking process efficiently. For example: A biology assignment may not only require reading basic information (lower level thinking skills) about ecological balance of nature but also require the student to evaluate (higher level thinking skills) the process as it is occurring in various environments. QAR enables these students to formulate and answer their own questions whose answers are found in the various levels of thinking:

1. Right There - questions with obvious answers within the reading

2. Think and Search - questions with answers that are not obvious and must be thought about and searched for

3. On Your Own - questions that have no real textbook answer but are answered by the student synthesizing new information from the material and evaluating from this information.

NOTE: Appropriate for those content areas in which the teacher wishes to develop higher level comprehension skills.

Reference:

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B. During Reading

Strategy B.3
Radio Reading

GOAL I	OBJECTIVE D
The students will acquire the level of readiness necessary for reading.	Become familiar with the textbook
GOAL II	OBJECTIVE A
The students will develop the language background necessary for communication.	Develop listening abilities to facilitate reading
Goal V	OBJECTIVE A
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading
	OBJECTIVE B
	Apply higher level reading/thinking skills when necessary
	OBJECTIVE C
	Apply metacognition when reading
GOAL VI	OBJECTIVE C
The students will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material

GOAL VII	OBJECTIVE C
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Use writing specifically as an aid to improve reading

GOAL VIII	OBJECTIVE B
Students will be able to comprehend materials used in the content areas of the school's curriculum.	Develop the background knowledge necessary for comprehending content area materials

The main instructional objective for oral reading in a content area class is to communicate ideas to others. Radio Reading maximizes communication between the reader and class who must listen attentively to discuss the content material.

The steps in Radio Reading follow:

1. Assign the text selection to be read. Provide prereading preparation as needed.
2. Form small groups. Have each group member select a segment of text to read. Several minutes are given for practice and the formulation of discussion questions.
3. Begin radio reading. As the reader reads, the listeners have their books closed.
4. The radio reader asks each member of the group a question or two to initiate the discussion. If a question is unclear, the listener can ask for a restatement.
5. Each listener takes a turn as reader.

This would be effective if a teacher's goal perhaps was characterization. Whether in a literature lesson or history lesson it is at times valuable to understand why a character believes and reacts in a certain way. Allow students to select a character within a play or a person within the historical period being studied; read their selected piece to the group; and formulate questions for the group that will guide them to better understand that character or person.

* Note: Proceed with caution! Some students may have a strong oversion to reading orally. Use only in an instructional environment where students are secure oral readers. If a student asks for help with a word, the word should be supplied immediately.

Reference:

Based on Richard T. Vacca and Jo Anne L. Vacca: CONTENT AREA READING, 2nd ed., pp. 167-170.
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B. During Reading

Strategy B.4
*Guided Reading Procedure (GRP)

GOAL I	OBJECTIVE D
The students will acquire the level of readiness necessary for reading.	Become familiar with the textbook
GOAL II	OBJECTIVE A
The students will develop the language background necessary for communication.	Develop listening abilities to facilitate reading
GOAL V	OBJECTIVE A
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/ or functional application.	Apply different levels of comprehension when reading
	OBJECTIVE B
	Apply higher level reading/thinking skills when necessary
	OBJECTIVE C
	Apply metacognition when reading
GOAL VI	OBJECTIVE C
The students will be able to systematically locate, organize and utilize information in a functional manner.	Apply study techniques when reading informational material

*an adaptation of the "Directed Reading Lesson" (DRL)

Goal VII	OBJECTIVE C
The students will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Use writing specifically as an aid to improve reading

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GOAL VIII	OBJECTIVE B
Students will be able to comprehend materials used in the content areas of the school's curriculum.	Develop the background knowledge necessary for comprehending content area materials

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The Guided Reading Procedure (GRP) is a highly structured activity with these steps.

1. Prepare students for reading:

   Clarify key concepts; determine what students know and do not know about the content; build appropriate background knowledge; provide students with a direction for reading.

2. Assign a reading selection:

   500-900 words in middle grades;
   1,000-2,000 words for high school;
   Direction - read to remember all you can.

3. As students finish reading, have them turn their books face down and write down what they recall. Ask them to tell what they remembered. Record it on the chalkboard.

4. Help students recognize that there is much they have not remembered or have not represented correctly.

5. Redirect students into their books and review the selection to correct inconsistencies and add further information.

6. Organize what the students remember into an outline or semantic web. Ask questions such as: "What were the important ideas in the assigned reading?" "Which came first?" "What important point was brought up next?" "What details followed?"

7. Extend questioning to stimulate an analysis of the material and a synthesis of the ideas with previous learning. The questioning can easily evolve into a writing assignment expressing this phase of analysis and synthesis.

8. Provide immediate feedback, such as a short quiz, as a reinforcement of short-term memory.

Reference:

Based on Richard T. Vacca and Jo Anne L. Vacca: CONTENT AREA READING, 2nd ed., pp. 163-164.
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EXAMPLE

English literature class:

Day 1

1. Have the students read The Pearl, a novel by John Steinbeck, and make a sequential list of the main events in the story.

Day 2 & 3

1. Give students time to read the novel and to record the main events.

Day 4

1. After the students finish reading the novel and making their lists, go over the procedure for developing a semantic map. Draw the map form on the chalkboard.

2. Have the class work together to put information on the map. The completed map will display the story structure of The Pearl.

3. The students should refer to their lists as they discuss the plot development, main ideas and supporting details of the story. Additional information is added to the map as the discussion continues. (An example can be found on the following page)

Day 5 (Expand/Enrich)

1. Review the format of a traditional outline, discuss its applications and point out the similarities between the outline and the semantic map.

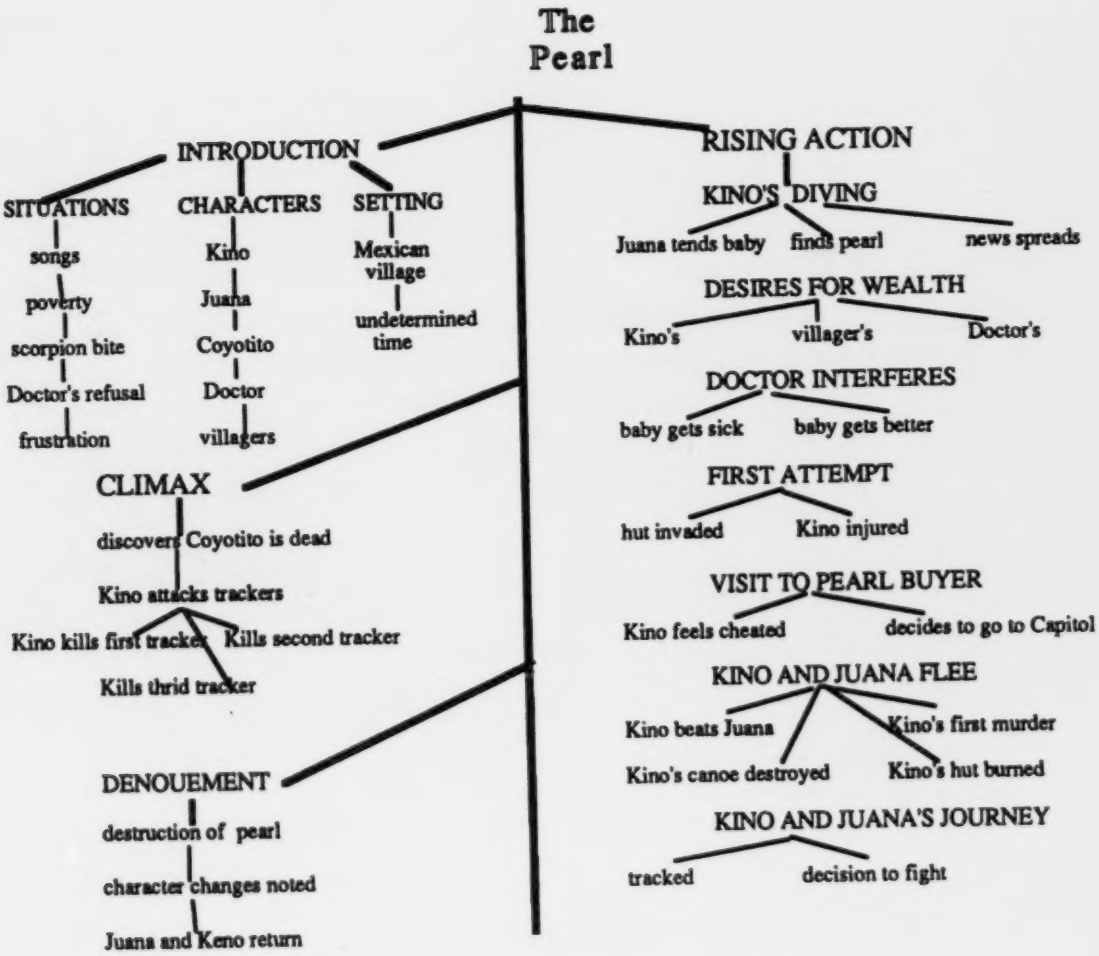
2. Have the students work individually to transfer the information from the semantic map to the traditional outline form.

3. Give the students the opportunity to share their traditional outlines.

4. Compare and discuss the two types of organizational formats (the semantic map and the traditional outline).

5. Ask the students to work in pairs using either the semantic map, outline or both to prepare for a test on the novel.

Completed Classroom Map for *The Pearl* by John Steinbeck



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B. During Reading

Strategy B.5
Paired Reading

GOAL I	OBJECTIVE D
The student will acquire the level of readiness necessary for reading.	Develop vocabulary related to individual assignments

GOAL II	OBJECTIVE A
The student will develop the language background necessary for communication.	Develop listening abilities to facilitate reading

GOAL V	OBJECTIVE A
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply different levels of comprehension when reading

Paired reading involves students in two types of activities as they discuss short segments of text (approximately 600 words). Dansereau (1978) has identified the following steps in this strategy:

1. Two students read silently a segment of an assignment; one student is the "Recaller" while the other student is the "Listener".

2. After reading, both students put the material out of sight. If one finishes before the other, the material should be studied until the partner finishes.

3. When both have finished reading, the Recaller tells what has been read without looking at the text.

4. During the retelling, the Listener should only interrupt to get clarification.

5. After the retelling, the Listener should do two things: (1) point out and summarize any incorrect ideas, and (2) add any ideas appropriate to include that were not summarized. The partners should work together to reconstruct the ideas in the text as much as possible.

6. Students should alternate roles after reading each selection.

NOTE: Paired Reading is similar to Radio Reading. The strategy could be adapted to reinforce oral reading skills but in a less threatening situation for two students.

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B. During Reading

Strategy B.6
Paired Questioning

GOAL I	OBJECTIVE D
The student will acquire the level of readiness necessary for reading.	Develop vocabulary related to individual assignments
GOAL II	OBJECTIVE A
The student will develop the language background necessary for communication.	Develop listening abilities to facilitate reading
GOAL V	OBJECTIVE A
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply different levels of comprehension when reading.
	OBJECTIVE B
	Apply higher level reading/thinking skills when necessary
	OBJECTIVE C
	Apply metacognition when reading
GOAL VII	OBJECTIVE C
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Use writing specifically as an aid to improve reading

Paired questioning combines Paired Reading and ReQuest to engage students in active decision making during reading. The steps in the strategy are as follows:

1. The class is divided into pairs of students.

2. Both students in each pair read the title or subtitle of a selection.

3. The students close their books. Each student in turn asks a question that comes to mind related to the title. The other student must answer the question.

4. The students read the selection silently.

5. After completion of the reading, Reader A asks a question concerning the information and ideas in the text. Reader B answers, using the text if necessary.

6. Reader B then asks a question. Reader A answers, again using the text if necessary.

7. Reader A identifies the important and unimportant ideas in the selection. The reader must identify why the ideas are important or unimportant.

8. Reader B must either agree or disagree with Reader A. Reasons for the agreement or disagreement must be given.

9. (Optional) Each student writes a summary of the selection.

10. (Optional) Students read their summaries to each other and develop a synopsis that summarizes the passage.

11. (Optional) Students draw a picture that reflects the essence of their summary.

12. Students proceed to the next selection, switching roles for who goes first.

This strategy allows the students to develop their own questioning and summarizing skills. Students share information from the text and justify their reasons for focusing on this information.

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C. After Reading

Strategy C.1
Flip-A-Coin

GOAL V	OBJECTIVE C
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading

The object of a flip-a-coin quiz is to save time for discussion of important ideas under study and to initiate that discussion as quickly as possible. There are several variations on this activity involving previous study, discussion and an element of chance.

As students enter the classroom, a pop-quiz is in full view on the chalkboard. From the time they enter the room, the students have one full minute after the bell to examine the questions and review their assignment from the day before. One minute after the bell has rung, the teacher flips a coin.

If the coin comes up "heads", the students take the quiz. The quiz should be taken without reference to books or notes in approximately five to seven minutes. The quiz should consist of one or two questions to stimulate the students' thinking about a topic of central importance or material covered previously that is needed for expansion of the topic.

If the coin is "tails", class begins with a discussion of the question(s) on the board. If the quiz is taken, discussion would proceed after the students answer the question(s).

If the coin comes up "heads" and students take the quiz, the papers should be graded after the discussion. After the papers are graded, the teacher flips the coin. If it is "heads" the quiz counts.

Option: If students take the quiz and want their grade to count, the teacher may let them count their grade, even if, on the second flip, the coin comes up "tails".

The element of chance is really an external motivational device. The instructional value of this strategy depends on the quality of the questions and how the discussion will lead to expansion of the topic.

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C. After Reading

Strategy C.2
Paired Summarizing

GOAL V	OBJECTIVE C	SKILL
Students will value and use reading as a process of obtaining meaning and will react to this process with thinking, appreciation and/or functional application.	Apply metacognition when reading	Reflect on purpose and think about what has been read

Paired summarizing requires the student to write a retelling of the selection immediately after reading. Students may look back at the text to verify understandings and to recue thinking. Students are not allowed to write any of their retelling while looking back at the text. This stipulation is included to avoid verbatim copying. The retellings are not to be graded.

Once the retellings are completed, the partners swap papers. Then Partner A writes an abstract (summary) of Partner B's retelling and vice-versa.

When the abstracts are ready for comparison, the pair begins a discussion. The object of the discussion is (1) to specify what each reader understands, (2) to identify what they collectively cannot come to understand and (3) to formulate questions for classmates and the teacher.

An alternative approach would permit students to summarize verbally rather than in written form. The teacher may then: 1. have the students share their summary with the entire class, or 2. have the students agree upon a common written summary.

Note: The teacher and a student must model the strategy prior to its application. The selection to be read should be within the capability of most students and subject to the writing of an effective summary. Students must know what an abstract is and how to construct a summary. The students should participate in modeling and whole class construction of summaries involving main idea, supporting details and recognition of irrelevant or less important pieces of information.

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C. After Reading

Strategy C.3
Graphic Post-Organizer

GOAL VIII	OBJECTIVE B
Students will be able to comprehend materials used in the content areas of the school's curriculum.	Apply specialized reading skills to aid in comprehending content area materials

Graphic post-organizers are used to assist students in organizing material into a visual form after reading. The purpose of this visual organization is to allow students to see the interrelationships of key concepts as opposed to key concepts as isolated words. Through this process students are able to gain an overview of the total selection. Barron (1979) recommended the following activity.

1. Students write terms or short phrases related to the concept underlying the reading selection on 3 x 5 index cards.

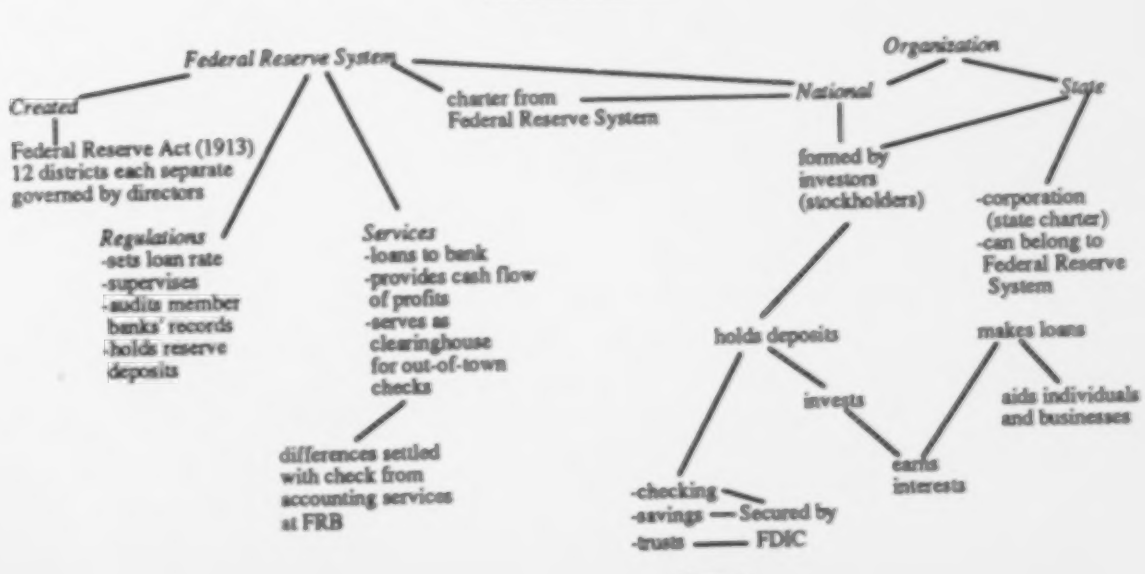
2. Students develop their own overview by arranging the index cards according to the relationships of the concepts as they see them.

3. Students share their work with the class. This allows the teacher to gain immediate knowledge of gross misconceptions and correct through class discussion, or it permits students to defend their selections, a task involving higher level thinking skills.

4. (Optional) Allow students to work in groups with the cards. Students may choose ideas they think are important (*), new (+), or particularly interesting (!).

Example: Graphic Post-Organizer

Graphic Post-Organizer for Selection on Banking System



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NOTE: This strategy is excellent for vocabulary development. It is recommended that the teacher model the strategy several times prior to expecting the students to apply the strategy independently.

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C. After Reading

Strategy C.4
Cinquains

GOAL IV	OBJECTIVE B
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Recognize and use word meanings

GOAL VII	OBJECTIVE C
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Use writing specifically as an aid to improve reading

Cinquain is a five-line poetry form with these features:

The first line is a one word title, usually a noun.
The second line is a two-word description of the topic, usually two adjectives.
The third line is three words expressing action of the topic, usually three "-ing" words.
The fourth line is a four-word phrase describing the topic that usually shows feeling for the topic.
The fifth line is a one-word synonym that restates the essence of the topic.

Example: Eleventh grader's cinquain of the concept of manifest destiny.

Westward
ruthless, destined
expanding, civilizing, cultivating
enhancing potential for all
birthright

Cinquain Form:

Title (one word)
Describe (2 adjectives)
Action (3 "-ings")
Feeling (phrase)
Synonym (one word)

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C. After Reading

Strategy C.5
Progressive Cinquains

GOAL IV	OBJECTIVE B
The student will develop a meaningful vocabulary which will enable comprehension at a rate that is compatible with the material being read.	Recognize and use word meanings

GOAL VII	OBJECTIVE C
The student will understand that reading and writing are related processes, and that writing can be used as an aid to improve reading.	Use writing specifically as an aid to improve reading

1. Progressive cinquains begin with each student writing a cinquain on a specific topic.
2. After two students have completed their individual cinquains, they are paired to produce another cinquain.
3. The students work with their partner to create one cinquain.
4. After that pair has completed its new cinquain, the pair is combined with another pair into a quad.
5. The task of the four is to produce a cinquain better than either of the two developed by the pairs.
6. One member of the group is chosen to write the group's cinquain on the board; a second member is chosen to read the group's cinquain aloud.
7. When all cinquains are on the board, each is read aloud and the class votes for the cinquain which best reflects the feelings, inclinations and understandings of the topic being considered.

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GOALS FOR FY 1989 KANSAS STATE BOARD OF EDUCATION

The following improvement and development goals are adopted from *A Three-Year Plan -- Fiscal Years 1989-1991* and the *State Department of Education Plan for Implementing the FY 1989 Goals:*

The State Board and Department of Education will endeavor —

IMPROVEMENT GOALS

A 1.0 — To develop, strengthen, and extend state systems which support excellence in the curriculum and instruction programs of local education agencies

A 2.0 — To develop, strengthen, and extend excellence in vocational and career education programs and improve transitions within and among education and training systems and institutions

A 3.0 — To support and extend excellence in the preservice and inservice training of educational personnel

A 4.0 — To provide leadership in the use of information technologies for improving and extending educational programs

A 5.0 — To continue efforts to overcome barriers which limit the educational development of special populations not currently achieving their potential

A 6.0 — To work with school districts, state institutions, parents, and other citizens in extending support and financing for Kansas schools

DEVELOPMENT GOALS

B 1.0 — To identify the learning needs of populations not currently being served by schools and assess the feasibility of extended programs in local communities

B 2.0 — To improve and extend support for vocational and career education programs

B 3.0 — To conduct a study for developing a performance-based measure for the evaluation of teacher/administrator training programs and certification

B 4.0 — To demonstrate the use of information technologies by extending opportunities for networking and developing alternative learning systems

B 5.0 — To develop affirmative programs for overcoming past barriers for equal opportunity on the basis of race, sex, national origin, geographic location, age, socioeconomic status, or handicapping condition

B 6.0 — To identify methods of increasing resources for local schools and education programs